

**U. S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan**

I. COVER PAGE

- A. State Name: Montana
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
Montana Board of Regents of Higher Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Jacqueline Treaster
 2. Official Position Title: Director of Dual Enrollment and Career & Technical Education
 3. Agency: Office of the Commissioner of Higher Education
 4. Telephone: (406) 449-9135 6. Email: jtreaster@montana.edu
- D. Individual serving as the State Director for Career and Technical Education:
- ☒ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: _____
 2. Official Position Title: _____
 3. Agency: _____
 4. Telephone: () _____ 5. Email: _____
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- ☐ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
- ☐ State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

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F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:¹

☒ State Plan (FY 2020-23)

☐ State Plan Revisions (Please indicate year of *submission*: _____)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

☐ Yes

☒ No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:²

☐ Yes (*If yes, please indicate year of submission*: _____)

☒ No

I. Governor's Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):³

Date Governor was sent State Plan for signature:

April 8, 2020

☐ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

☐ The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

¹ Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).


² Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

³ Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

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J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission;
and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) Jacqueline Treaster	Telephone: 406-449-9135
Signature of Authorized Representative 	Date: 4/9/2020

MONTANA STATE PLAN FOR
CAREER AND TECHNICAL EDUCATION:
FY 2020-2023



Prepared in Accordance with the Provisions of
The Strengthening Career and Technical Education for the 21st Century Act

MONTANA BOARD OF REGENTS
OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION

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NARRATIVE DESCRIPTIONS

Introduction

The Montana Board of Regents of Higher Education (Board of Regents) is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Strengthening Career and Technical Education for the 21st Century Act.

The State agencies responsible for career and technical education in Montana are the Academic Research and Student Affairs unit of the Office of the Commissioner of Higher Education (OCHE) and the Division of Career, Technical and Adult Education of the Office of Public Instruction (OPI). OCHE is the pass-through agency for the Carl D. Perkins Grant.

The Board of Regents, therefore, submits this Four-Year Montana State Plan for Career and Technical Education under provisions of Perkins V covering the period of state fiscal years 2020-2023.

In some elements of this plan, when OCHE and OPI take separate actions with the eligible recipients they serve, their activities will be noted separately. However, when the two agencies take action together for fulfilling various requirements, such as in implementation of the CTE Programs of Study, they will be referred to as “the Partner Agencies.”

In submitting this plan, Montana wishes to acknowledge the participation and input of the State Plan Advisory Committee, appointed in conformity with the requirements of Montana Law (MCA 20-7-330). Members of the State Plan Advisory Committee are: Mark Branger, Executive Director, Montana Association for Career and Technical Education and CTE Teacher/Administrator, Huntley Project School; Scott Anderson, Principal and Director, Billings Career Center; Tammie Hickey, WIOA Adult Education Program Coordinator, Great Falls School District; Eric Tilleman, FFA/Ag Teacher, Cascade Public Schools, Dan Carter, Public and Government Affairs at Exxon Mobil Billings; and, Dick Brown, CEO, Montana Hospital Association.

A. PLAN DEVELOPMENT AND CONSULTATION

A.1. Stakeholder Consultation

Overview

The Montana State Plan was developed in consultation with CTE educators, eligible recipients including tribal colleges, parents, students, adult CTE providers, guidance counselors, interested community representatives, and representatives of special populations, business and industry, and labor organizations in the state. We also met with the State workforce development board and with Montana Tribal organizations.

A CTE Stakeholder Survey was one mode of stakeholder engagement we used. We received 1,128 responses to the survey, with the majority of responses coming from students, CTE teachers, and representatives from business and industry. The survey helped the Partner Agencies identify career-related opportunities (including work-based learning opportunities) for

- students, teachers, counselors and administrators in the state
- alignment between secondary and postsecondary programs to industry and workforce needs in the state
- integration of employability skills within CTE courses/programs
- potential barriers for students, teachers, parents, administrators, etc. to take advantage of existing opportunities

Some of the most valuable information gained from the CTE survey included:

- 43% of students indicated that their parent/guardian was the most influential source for them when making decisions about their job/career path of choice.
- Most high-school counselors feel that they aren't very prepared to offer career counseling to students including postsecondary education options. 27% of counselors also feel that they don't have enough information regarding Montana's CTE programs.
- 100% of secondary teachers indicated that they integrate employability skills in their classes.
- Counselors and teachers indicated that the most common barrier for students to take advantage of career exploration opportunities (i.e. work-based learning, career fairs, career shadowing) is the lack of time in student's schedules, while most school administrators believe it is due to a lack of funding.

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- Most parents indicated they want their students to pursue a four-year degree and/or a graduate degree. Only 17% want their children to pursue a certificate/apprenticeship program or a two-year college degree.

The Education Policy Advisor with Montana's Governor's office attended the Perkins Advisory Committee meetings in addition to contributing as a member of the State Executive Leadership team. The Governor's advisor has received Montana's transition plan for review.

Additionally, the work of preparing the Montana State Plan benefited from the assistance of the State Plan Advisory Committee, which was appointed in conformity with the requirements of Montana Law (MCA 20-7-330). The Advisory Committee met with State Executive Leadership Team members from OCHE, OPI, The Montana Department of Labor and Industry and the Montana Governor's Office on five (5) occasions during the Development of the Transition Plan and the Four-Year Plan in 2019.

In compliance with Montana statute, the Advisory Committee consists of four representatives from secondary and postsecondary education and two representatives from business/industry. Recommendations of the Advisory Committee include:

- updating Montana's definition of size, scope and quality
- refining the process in which the State Executive Leadership Team approves and reviews programs of study/career pathways
- developing ways in which the Partner Agencies will encourage the inclusion of employability skills in all programs of study/career pathways
- how to better serve special populations.

Postsecondary career and technical education programs receiving funds under Perkins V will continue to coordinate services with the State Workforce Innovation Board (SWIB) and other one-stop career delivery system partners. The director of the Montana SWIB attended all of the Advisory Committee meetings and assisted the Partner Agencies in aligning this plan with the Montana Workforce Innovation and Opportunity Act plan.

Meeting in Billings on September 13, 2018, the Perkins Program Manager and the Dual Enrollment and Montana Career Pathways Program Manager (OCHE) presented the Montana Board of Regents with information about the *Strengthening Career and Technical Education for the 21st Century Act*, including information about the transition plan, the four-year plan, and notable changes from Perkins IV to Perkins V.

At a meeting in Helena on March 7, 2019 the Director of Dual Enrollment and Career & Technical Education (OCHE) presented information about Perkins V, the Perkins V Advisory

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Committee and timeline, scheduled dates for Public Comment, and ongoing stakeholder engagement to the Montana Board of Regents.

On June 13, 2019 the Director of Dual Enrollment and Career & Technical Education (OCHE) met with the Montana SWIB in Lewistown to present details on Perkins V and explain the planning process.

The Office of Public Instruction conducted three sessions on June 18, 19 and 20, 2019, soliciting the involvement of educator involvement in the state at the Montana Behavioral Initiative Summer Institute in Bozeman.

The Director of Dual Enrollment and Career & Technical Education and the Director of American Indian/Minority Achievement and K-12 Partnerships (OCHE), presented information regarding Perkins, Career and Technical Education, and Career Pathways to the School Administrators of Montana Administrators Institute in Helena on July 31, 2019.

OCHE and OPI Leadership met with the Executive Director of the Montana Rural Education Association, the Executive Director of the Montana Board of Public Education, and the Executive Director of the School Administrators of Montana on August 1, 2019 to present the Four-Year Plan proposal and to solicit feedback and recommendations.

Partner Agencies staff travelled to many areas of Montana to deliver in-person technical assistance workshops to secondary and postsecondary LEAs. These technical assistance workshops provided information about Perkins V legislation, introduced the Comprehensive Local Needs Assessment, facilitated discussions on potential consortium options, and collected feedback from attendees as a form of stakeholder engagement. Dates and locations of workshops offered:

- September 16, 2019, Polson
- September 20, 2019, Missoula
- September 21, 2019, Kalispell
- September 25, 2019, Billings
- September 30, 2019, Butte
- October 10, 2019, Glendive
- October 15, 2019, Havre
- October 17, 2019, Belgrade
- October 17, 2019, Great Falls (in conjunction with the Montana Association of Career and Technical Education State Conference)

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- October 28, 2019, Helena
- October 30, 2019, Bozeman

Career and Technical Education/Perkins tribal consultation meetings were held in Lame Deer, on October 9, 2019 and in Helena on November 6, 2019 at the Montana Advisory Council for Indian Education (MACIE). The MACIE meeting had representatives from almost all of Montana's tribes, and representatives expressed interest in ongoing Tribal Consultation during the implementation of this plan.

The State CTE director provided updates to the Montana State Workforce Innovation Board (SWIB) on the following meeting dates:

- November 29, 2018, Helena, Montana
- June 13, 2019, Lewistown, Montana
- November 20, 2019, Helena, Montana

Required Stakeholder Consultation Groups

1. Representatives of secondary and postsecondary CTE programs
2. Parents, students, and community organizations
3. The State workforce development board (Workforce Innovation and Opportunity Act 29 U.S.C. 3111)
4. Representatives of special populations
5. Representatives of business and industry
6. Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth ((section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3))
7. Representatives of Indian Tribes and Tribal Organizations
8. Individuals with disabilities
9. The Governor

Stakeholder Outreach

The following table details how members of each of the required stakeholder consultation groups were engaged in the State Plan process.

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Date(s)	Description of outreach event/activity	Groups represented
	CTE Stakeholder Survey	1,2,3,4,5,6,7,8,9
February 25, 2019 March 14, 2019 April 1, 2019 May 2, 2019 June 3, 2019	Perkins Advisory Committee meetings	1,3,5,6,9
September 13, 2018 March 7, 2019	Montana Board of Regents public meetings	1,2,3,4,6,7,8,9
November 29, 2018 June 13, 2019 November 20, 2019	SWIB meetings	1,3,4,5,9
June 18-20, 2019	Montana Behavioral Initiative Summer Institute	1,2,4,6,8
July 31, 2019	School Administrators of Montana Administrators Institute	1,2,4,6,7,8
August 1, 2019	Montana Rural Education Association meeting	1,2,4,6,7,8
September 16, 2019 September 20, 2019 September 21, 2019 September 25, 2019 September 30, 2019 October 10, 2019 October 15, 2019 October 17, 2019 October 17, 2019 October 28, 2019 October 30, 2019	Perkins V Implementation workshops	1,4,6,7,8,9
October 9, 2019 November 6, 2019	Career and Technical Education/Perkins tribal consultation meetings	1,2,4,6,7,8
April 17, 2019 May 20, 2019	Public Hearings	1,2,3,4,6,7,8,9

A.2. Input from Relevant Agencies

The **Montana Board of Regents of Higher Education** is the governing body for the State of Montana and as such oversees the Perkins grant implementation.

The **Office of the Commissioner of Higher Education** is the eligible agency for the Perkins grant in the State of Montana and as such oversees administration.

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OCHE is also the State agency responsible for supervision of community colleges and other two-year postsecondary institutions primarily engaged in providing postsecondary career and technical education.

The **Montana Office of Public Instruction** is the State agency that oversees Perkins funding for eligible secondary districts.

These two agencies have jointly written the Perkins State plan and, with the State Plan Advisory Committee, developed the portion of the plan relating to the amount and uses of any funds proposed for postsecondary career and technical education, tech prep education, nontraditional and special populations, students in institutions and secondary career and technical education.

If a State agency finds that a portion of the final State plan is objectionable, that State agency shall file its objection with the Office of the Commissioner of Higher Education and OCHE will provide a copy of the objection and the response to the Secretary.

A.3. Public Comment

The Montana Office of the Commissioner of Higher Education and the Office of Public Instruction jointly conducted two public hearings for the purpose of affording all segments of the public and interested organizations an opportunity to engage with and make recommendations regarding the State plan. Due to long travel distances to public meetings in Montana and to allow widespread participation in the hearing process, the formal public hearings were conducted via video conference and conference call.

The hearings originated in Helena directed by the Partner Agencies at Helena College and was open to public attendance. Eight other sites were also involved in the events. Three sites were in the largest population areas in the state: Billings in the South-Central region; Great Falls in the North-Central region, and Missoula in the Western region. Other teleconference sites included Glendive, in the far Eastern area of the state; Havre in the North-Central; Bozeman, in the South-West; Butte in the Central region; Kalispell in the Northwest; and Polson in the Northwest as well as at Salish Kootenai Tribal College.

The public hearings began with a detailed briefing of all aspects of the State plan, and then participants were then given time to present oral statements and to present written statements as well. The hearings took place on April 17, 2019 and May 20, 2019.

A recording of the first hearing, a copy of hearing notices, mailing lists used for notification, and a summary of recommendations and comments made by attendees are maintained on file at the eligible agency.

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The Four-Year plan was posted for the required sixty days from February 1, 2020 – April 1, 2020 for public written comment. A summary of the comments and the eligible agency's responses are included in the appendices.

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

B.1. State's Vision for Education and Workforce Development

B.1.a. State-Supported Workforce Development Activities

The Montana State Workforce Innovation Board (SWIB) continues to support and require meaningful coordination of services and education partners to ensure Montana has a well-trained workforce and continues to grow economically. The SWIB funded the "Meeting State Demand: A Report on the Labor Market Outcomes for Montana Colleges" report and closely reviewed its findings. This report was a joint effort between the Montana Department of Labor & Industry (DLI), the Office of the Commissioner of Higher Education (OCHE), and the Montana Department of Revenue.

The report is one of the first in the country to look at how colleges are aligned with state economic needs. Since the report's release in 2017, the Montana Department of Labor & Industry and the Office of the Commissioner of Higher Education have continued to collaborate on workforce alignment and opportunity within Montana's higher education system.

Montana Governor Steve Bullock convened a "Future Ready Montana Cabinet" from June 2018-April 2019 to consider whether existing state efforts and programs could be enhanced to further advance Montana's economic competitiveness. The Cabinet examined labor market projections, asked employers directly about their workforce needs, and sought advice about the value of credentials, both degree and non-degree, to workers and employers. This information was presented to the State Workforce Investment Board and was considered by the SELT when discussing alignment of Career Pathways to workforce needs.

The Partner Agencies will collaborate with partners at the Department of Labor and Industry, the Governor's Office, the Montana Chamber of Commerce, and other interested parties to identify and define credentials of value and create a plan to track credential attainment across the state.

The State of Montana's registered apprenticeship program works closely with the Montana University System's two-year and community colleges to design technical and education components of apprenticeship programs. The coordination between education partners and Montana's registered apprenticeship program allows the state to design modern apprenticeships

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to meet employer needs in communities throughout the state. Montana's registered apprenticeship program continues to develop new in-demand apprenticeships so that the apprenticeship model is more appealing for students within a career pathway.

Because of the tight labor market in Montana, employer engagement between education and workforce programs continues to grow as more employers are seeking innovative ways to meet their worker challenges. Work-based learning (WBL) models and integration of WBL into CTE programs across the state allows educators, students, and employers to engage and learn on jobsites as well as in the classroom. To maintain that development, Montana will continue to provide guidance for educators and employers on WBL models and design meaningful experiences for students and adult learners. Growth in this area encourages meaningful coordination between programs at the state and local level. The progress made in Montana work-based learning programs is, in large part, due to the collaboration between OPI, OCHE, DLI, and private industry.

Within the postsecondary system, WBL is recognized as a priority area for postsecondary LEAs in both the Local Application and Reserve Fund competitive grant by the SELT. To encourage the expansion of Work-Based Learning opportunities at the secondary level, OCHE will provide postsecondary LEAs technical assistance related to:

- Providing a WBL toolkit/guide that defines the key aspects of WBL, the forms that WBL can take, an FAQ, and a section describing the strategies for engaging business.
- CTE programs using workforce data provided by the MDLI Perkins dashboard related to wages, in-demand occupations, growing industries, and other information to help identify opportunities for WBL activities.
- Perkins grant coordinators working with CTE instructors to identify programs where WBL experiences may augment curriculum.
- Perkins grant coordinators working with campus enrollment and advising departments to ensure WBL learning opportunities are embedded into academic and career advising.
- CTE instructors offering professional development on how to connect classroom instruction and activities with embedded workplace skills, duties and responsibilities (employability skills).
- Stakeholders outside of educational institutions engaging in WBL initiatives beginning with the CLNA process. Input will be gathered on all aspects of Work Based Learning.

The Montana Department of Labor & Industry (DLI) worked with the Office of Public Instruction (OPI) and the Office of the Commissioner of Higher Education (OCHE) to develop a dashboard to help Perkins-receiving institutions align career and technical education (CTE) programs to regional workforce demand. This dashboard was a direct response to the Perkins V Comprehensive Local Needs Assessment and requirements for CTE program design. In addition,

the dashboard is external-facing and will also assist WIOA service providers working with clients in career exploration and training.

Additionally, the State Superintendent of Schools, Elsie Arntzen, introduced Montana Ready, which is an initiative for K-12 schools to expand industry, military, and postsecondary partnerships. The emphasis is on building a stronger STEM/CTE focus beginning in middle school. Through this collaboration, the OPI seeks to increase opportunities for students engaged in personalized learning and skills development that support them in the workforce or college immediately after they graduate. Some examples of these include dual enrollment, work-based learning, internships, Advanced Placement, computer science, CTE coursework, JROTC, credentialing, etc.

The Montana legislature also passed HB 387 during the 2019 legislative session, which provides additional funds to secondary schools to fund work-based learning opportunities and career training for students. The legislature also passed HB 351 during the 2019 session, which supports transformational learning in Montana. Transformational learning is defined as a flexible system of pupil-centered learning, and this bill incentivizes schools to create programs that honors student's individual interests, strengths and needs, and actively engages students in determining what, how, when and where they learn. This allows for students to take advantage of experiential learning opportunities in and outside of the classroom.

B.1.b. Strategic Vision

Montana's Career and Technical Education Mission Statement: Montana will implement Career and Technical Education to prepare educated, highly skilled and motivated individuals through pathway transitions and collaborative partnerships to meet workforce needs.

Montana's Career and Technical Education Strategic Vision: Montana's CTE programs will create educated, highly skilled, well-rounded individuals able meet the economic and workforce needs of our state. Helping *all* students to understand the connections between academic subjects in the classroom and the application of that knowledge in the working world creates collaborative infrastructure that connects all points of education, workforce, and industry.

Based on information gathered during Montana's stakeholder engagement process as well as information discussed during the Perkins Advisory Committee meetings, the State Executive Leadership Team established four (4) goals for preparing an educated and skilled workforce.

1. The Partner Agencies will work with local eligible agencies to ensure every student in Montana, irrespective of geography, has access to quality career and technical education.
2. The Partner Agencies will align career and technical education programs at the

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secondary and postsecondary levels so that students within a CTE pathway will experience seamless transitions when moving from a secondary program to a corresponding postsecondary program.

3. Montana will engage business and industry leaders throughout each grant cycle to ensure the career and technical education programs are effective in preparing a skilled workforce.
4. Montana will expand access to, and ensure the quality of, work-based learning opportunities and early college access to all secondary students in Montana, irrespective of geography.

Montana plans to meet these goals in several ways. To meet the first goal, the state will explore different delivery systems to provide CTE courses in small, rural schools. The state currently partners with the Montana Digital Academy to increase online CTE courses. Interactive video courses are also under consideration as a viable option to expand CTE opportunities.

The Partner Agencies will continue to promote Montana Career Pathways so students are aware of secondary CTE programs and activities, as well as options for postsecondary degrees and credentials that align to their pathway.

The Partner Agencies will reconvene the State Career and Technical Education Advisory Board in early 2020 to assist in meeting the third goal. The advisory board will pass recommendations and guidance to the SELT twice a year so that decisions are made with input and consideration from members of business and industry in Montana.

B.1.c. Joint Planning and Alignment

As described in Section B.1.a, the online dashboard developed by DLI was one of the first projects designed for secondary, postsecondary, and WIOA service providers to address workforce alignment.

The Montana Department of Labor and Industry (DLI) economists and the Montana State Workforce Innovation Board continue to play a significant role in informing the direction of career and technical education in the state. The Montana DLI supports and maintains the “Montana Career Information System” (MCIS), an online portal for middle, high school and adult learners to explore and learn about potential career options in the state. MCIS allows students to review occupation matches, training, and education opportunities and employment options based on their interests. The information provided by DLI through MCIS is referenced in each Montana Career Pathway and is reviewed yearly for updates and accuracy.

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Further evidence of joint planning and alignment culminated in the SWIB funded “Meeting State Demand: A Report on the Labor Market Outcomes for Montana Colleges”.

In addition, the SWIB supported the submission of a waiver allowing Montana’s University System to become eligible to receive WIOA funds and provide training through the Eligible Training Provider List (ETPL). The board receives regular updates on the implementation of Perkins V and Perkins V planning at its meetings and is committed to promoting CTE and work-based learning.

B.1.d. State Leadership Funds

Individuals in State Institutions

Montana allows for up to two (2) percent of the Perkins state leadership allocation to be made available to agencies, organizations, or institutions serving individuals in state correctional facilities. Funds are awarded through a competitive grant process.

Nontraditional Training and Employment

To support nontraditional training and employment services under section 112(a)(2)(B), \$60,000 will be available. Funds may be used at the state level to provide professional development to secondary and postsecondary teachers, faculty and staff, as well as state level CTE staff who work with CTE programs that serve gender nontraditional students. Funds may also be used for materials promoting nontraditional programs.

Support for CTE Teachers, Faculty, Staff and Technical Assistance

Leadership funds will be used for salaries of staff that provide professional development and technical assistance to CTE teachers and Montana’s Perkins LEAs faculty and staff.

Remaining Funds

After accounting for leadership funds expended for the categories above, the remaining state leadership funds will be allocated as follows: 50 percent for secondary (OPI) and 50 percent postsecondary (OCHE). These funds will be used for the remaining required uses of funds and appropriate permissible uses of funds.

B.2. Implementing Career and Technical Education Programs and Programs of Study

B.2.a. CTE Programs of Study at the State Level

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The Partner Agencies have collaboratively developed career and technical programs of study that are aligned with Montana-specific program concentration areas. The programs of study are named *Montana Career Pathways*.

The statutory definition of a program of study is a non-duplicative sequence of academic and technical courses that include secondary and postsecondary level content and opportunities for high school students to earn postsecondary credit and culminate in industry-based credentials and/or postsecondary degrees. Montana Career Pathways provide templates for secondary guidance on course sequencing, including dual enrollment options in the specific pathway to provide students with transitional credits in their chosen postsecondary pathway. Montana Career Pathways also include career guidance, work-based learning, and specific industry credentials of value in certain pathway sectors, as validated by business and industry.

The Montana Career Pathways website is located on both the MUS website and the OPI website (<http://www.mus.edu/mcp>); (<http://opi.mt.gov/Educators/Teaching-Learning/Career-Technical-Education-CTE/About-Montana-Career-Pathways>). These resources were developed for students, parents, teachers, and faculty to provide information about career pathway options. Montana Career Pathways are specific to program area and have direct links to the Montana Department of Labor & Industry's Employment Growth research.

Montana has sixteen (16) Statewide Career Pathways:

- Advanced Manufacturing
- Agriculture, Food, Natural Resources
- Agriculture Mechanics
- Arts, A/V Technology & Communications
- Business Management
- Design & Construction
- Education
- Finance
- Health Professions
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing
- STEM
- Transportation
- Welding & Fabrication

OPI developed a series of templates that explain how to select rigorous course options at the local secondary level, for each of the 16 approved Montana Career Pathways. An example of a Montana Career Pathway template is attached as Appendix C. OPI also allows locally approved pathways if smaller schools need to substitute foundation or elective courses within a given pathway. SELT will review these pathways annually along with the Statewide pathways.

OPI CTE Specialists annually review all CTE courses taught in secondary CTE programs and verify teacher licensure, foundation and upper level courses, and use this information to develop

an approval template for each school/program area. These templates are electronically sent back to the CTE teacher to verify and add any additional information pertaining to their pathway.

Montana Governor Steve Bullock convened a “Future Ready Montana Cabinet,” as referenced in section B.1.a, that helped inform the SELT when discussing alignment of Career Pathways to workforce needs.

B.2.b. Approving Locally Developed Career Pathways

B.2.b.i. Academic Achievement and Technical Skill Attainment

The Office of Public Instruction collects coursework information at the secondary level through OPI’s education administrative management database, TEAMS. Each school enters coursework, instructor, class length, and student enrollment for each course. The data is then disaggregated by CTE program area. Each program specialist reviews coursework to determine:

- if the program is offering one credit (1 year) of foundational coursework for their specific program area;
- if a second credit (1 year) is offered in their specific program area;
- whether work-based learning is embedded in the curriculum; and
- if the school offers dual credit options in specific program areas

Individual teachers/schools receive a copy of the Pathway Approval Form with guidance for core/academic coursework required for graduation.

All eligible schools must verify that special populations have access to all program areas offered in their school. The OPI collects Performance and Accountability data during the reporting process.

The OCHE also continues to work with two-year colleges on a program prioritization initiative that requires review of currently offered programs to evaluate their relevance, quality, productivity and efficiency. Through this process, Montana postsecondary institutions are able to determine each program’s alignment with workforce needs and academic rigor.

The CTE State Executive Leadership Team (SELT) annually reviews current Montana Career Pathways and curriculum alignment between secondary, postsecondary and workforce in each area. Additionally, the SELT discusses the need for new pathways and determines if existing pathways meet the criteria of high-skill, high-wage, or in-demand areas with workforce alignment and academic achievement.

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B.2.b.ii. Expanding Access to CTE for Special Populations

Each local education agency (LEA) is required to address how activities expand access to CTE for special populations. The Partner Agencies and the CTE State Executive Leadership Team will offer statewide professional development to provide secondary and postsecondary CTE educators tools to better serve special populations in Montana. The Partner Agencies' goal is to expand the focus on each special population category as defined by the Strengthening Career and Technical Education for the 21st Century Act.

The Partner Agencies recognize the intersectional of all special population designations and the need to provide a wide variety of supports for these students based on a multitude of needs. Within OPI, the state homeless coordinator, state foster care point of contact, students with disabilities staff, Title III (EL), and the division of career, technical and adult education will meet twice a year to review disaggregated CTE data, share project updates, and plan additional technical assistance for LEAs. Perkins local allocations continue to be used for lab fees for low socio-economic CTE students to ensure barriers are removed for participation.

The majority of secondary schools in Montana are rural and, by necessity, all special populations are mainstreamed into all courses, including CTE. Individuals preparing for non-traditional employment continues to be assessed annually as one of our Perkins performance indicators. Emphasis has been on gender equity in non-traditional participation and concentrators and the state only missed this indicator during one school year. The CTE Division of OPI then offered technical assistance to all schools by contracting an expert in gender equity through the National Alliance for Partnerships in Equity.

Pregnant & parenting single parents, by virtue of the small number of students in this category, are provided individualized assistance through their LEA. Larger school districts and postsecondary institutions incorporate early childhood learning centers that benefit parenting students. It is also common practice for postsecondary institutions to provide free childcare single parent students receiving tutoring that is specific to their CTE program. The Partner Agencies support and encourage these practices.

Perkins funding, in conjunction with special education funding, expands access to adaptive services to students with disabilities so they may participate in secondary and postsecondary CTE programs. Montana's larger school districts also hire paraprofessionals to work specifically in CTE classrooms to assist students with disabilities.

The OPI identifies languages other than English spoken by students through the Home Language Survey (HLS). Currently, less than one percent of all Montana students speak a home primary language other than English. The data show German, Spanish and native languages from various tribes across the state are spoken, with German being the most common.

The McKinney-Vento sub-grant specifically requires collaboration between LEA homeless programs and CTE programs in the state. These funds are used for CTE and CTSO activities for

homeless youth and students in foster care, such as lab fees, work-related clothing needs or tools, and CTSO participation fees. New strategies to assist this special population group and being employed by homeless liaisons within a number of schools to provide career exploration and personal introductions to chapter advisors for CTSO inclusion.

B.2.b.iii. Supporting the Inclusion of Employability Skills

The Office of Public Instruction began the process of career and technical education content standards revisions during Summer 2019. The process began with thirty (30) CTE teachers developing the framework for a comprehensive approach to CTE content. The proposed CTE content standards reference employability skills throughout the curriculum.

CTE Specialists worked with workforce development partners to identify essential employability skills. These skills will be embedded in all foundational CTE courses in all program areas. In order to ensure that all students are exposed to these skills, student work-based learning projects include a scoring rubric for demonstrating employability skills. Lesson plans will be developed and disseminated to all CTE teachers for the following skills:

- Attendance and punctuality
- Motivation and initiative
- Communication
- Critical thinking and problem solving
- Workplace policy, culture and safety

The Partner Agencies, in conjunction with the Governor's Office and the Montana Department of Labor and Industry have published a "Work-Based Learning Manual" to deliver consistent statewide messaging.

Postsecondary LEA's focus on the inclusion of employability skills and resume building within existing programs.

B.2.c.i. Availability of Career Pathways Information

As previously noted, the Montana Career Pathways website provides information to students, parents, teachers and faculty to provide information on career pathway options. These sites include course recommendations, student organization involvement, work-based learning options, dual enrollment recommendations and academic courses required for graduation.

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The OPI CTE Marketing and Communications coordinator developed a series of videos and public service announcements to promote CTE and career pathways in Montana and highlight CTE student success. The OPI created a position within the agency to expand dual credit options and provide school counselors with appropriate career resources. This position will act as a liaison between OCHE and two-year colleges.

The Partner Agencies provide information about Montana Career Pathways through presentations/panels/exhibits at state professional development events, including Montana Association of Career and Technical Education, Montana School Counselors Association, Montana College Access Network, and Montana PostSecondary Education Opportunities Council. OPI CTE program specialists also hold annual trainings with their teachers and OCHE facilitates bi-annual technical assistance trainings with local Perkins coordinators and Strengthening Montana Career Pathways grant coordinators.

B.2.c.ii. Collaboration in Development and Coordination of Career Pathways

All secondary and postsecondary schools in Montana were included during the development and implementation of Montana Career Pathways. Bi-annual technical assistance trainings were utilized as a time for LEA's to review and approve the components of each career pathway. Recipients of the Strengthening Montana Career Pathways grant (Rural Reserve), were also heavily involved in the roll-out of the new Pathways program.

Secondary and postsecondary teachers, administrators, and counselors will continue to be important partners in the development and coordination of Montana Career Pathways each year during the review process.

B.2.c.iii. Labor Market Data and Alignment of Programs of Study

The Montana Department of Labor and Industry (DLI) economists and the Montana State Workforce Innovation Board continue to play a large role in informing the direction of career and technical education in the state. The Montana DLI supports and maintains the "Montana Career Information System" (MCIS). The information provided by DLI through MCIS is references in each Montana Career Pathway and is reviewed each year for updates and accuracy.

The Partner Agencies frequently reference DLI's labor market information (lmi.mt.gov) to inform decisions on Montana Career Pathways and activities proposed by eligible recipients, including current employment statistics, job projections, and Montana economy reports. The Montana DLI also periodically publishes reports on Registered Apprenticeship program data, labor market outcomes of Montana colleges and the ability to meet state worker demand, and a statewide college workforce report. This information is readily available to all eligible recipients

and reviewed to ensure the alignment of programs of study and the needs of Montana's economy.

B.2.c.iv. Equal Access for Special Populations

The Strengthening Career and Technical Education for the 21st Century Act identifies the following students as "special populations":

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

It is essential for students in special populations to have a well-defined personal plan for reaching his or her goals for high school graduation and further education and/or employment beyond high school. Montana Career Pathways available to secondary students and postsecondary students identify several options in postsecondary education for high-skill, high-wage, and in-demand employment for students. Montana Career Pathways serves as a guide, along with other career planning materials, to help the student choose the appropriate academic, CTE and dual enrollment classes that are required for high school graduation and further advancement in their chosen pathway.

For students with disabilities who participate in CTE programs, federal statute requires that students receive the full range of supplemental services to help them succeed educationally and in making successful transitions to further education and employment after completing their public education. At the local level, students with disabilities have an Individualized Education Program (IEP) developed by the IEP team.

The IDEA requires that, by age 16, the IEP address the student's postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate, and transition service needs including courses of

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study. The OPI requires that the transition plan be in place by the time the student is age 15, or earlier if appropriate. IEP teams are encouraged to be considering the student's desired post-school activities at younger ages to facilitate the student's participation in courses that are aligned to those post-school desires as soon as possible.

All the secondary school systems offer supportive services to assist students with disabilities if those services are determined to be necessary in the child's IEP. Montana school districts normally consist of only one secondary school (only four of our high school districts have more than one high school); therefore, the disparity of supplemental services between schools in the same district is typically not an issue.

In addition, Montana has a high rate of integrating students with disabilities into the regular education classroom. Only 11.3 percent (Federal Fiscal year 2017) of students with disabilities are served outside of regular classes for more than 60 percent of the day and only 1.1 percent of students with disabilities are educated in public or private separate facilities. Special education services are provided in all secondary schools in Montana.

The State also offers English Learner and migrant education program services through the OPI. Local districts requiring assistance with these special populations are provided training and materials to meet individual student needs.

The Partner Agencies will provide leadership to assist school districts and two-year postsecondary institutions to gather and share information about strategies for special populations that show promising outcomes and can be implemented with reasonable costs.

Montana also considers students located in frontier/rural areas of our state as a special population. Due to the large number of rural/frontier schools in the state, CTE courses have been developed for the Montana Digital Academy. This allows students to explore career options that may not be available within their classroom. Currently Business Management, Finance, Healthcare, are available as online courses.

The OPI also partners with GearUp, ETS, local non-profits, and two-year colleges to offer summer camp/event options that bring students from rural/frontier communities to explore career options.

Each LEA is required to address the ways in which it will provide activities that expand access to CTE for special populations. The Partner Agencies and the CTE SELT are planning to offer a statewide joint professional development opportunity to provide both secondary and postsecondary CTE educators information about better serving special populations in Montana. Currently, the emphasis on CTE program access to special populations have been focused on gender and nontraditional students. The State's goal is to expand the focus to include each special population category as defined by the Strengthening Career and Technical Education for the 21st Century Act.

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Many secondary and postsecondary LEA's have utilized Perkins funding to expand access to adaptive services to students with disabilities, so they may participate in CTE courses that they otherwise may not have had access to. This continues to be an activity that is supported and encouraged by the CTE SELT.

For postsecondary LEAs, OCHE will be responsible for providing guidance and monitoring of efforts to address any equity gaps through the following strategies:

- Providing data and data analysis to LEAs to identify levels of program access and any access gaps;
- Providing guidance on state-wide strategies to ensure equity in access and participation to special populations;
- Ensuring CTE programs of study that request Perkins funding are serving special populations;
- Reviewing CTE programs of study seeking funding to ensure they have policies in place to encourage equity for special populations;
- Reviewing policies on transitions for special populations from secondary to postsecondary education;
- Work closely with school and college staff working specifically with the special populations to provide technical assistance and professional development related to the findings of the Comprehensive Local Needs Assessment and best practices in implementation of nondiscrimination strategies.

In addition, LEAs seeking funding must provide evident that all CTE opportunities are offered regardless of race, color, national origin, sex, disability, or on the basis of status as a member of a special population. This requirement will be met if the CTE program can demonstrate that:

- A nondiscrimination notice and nondiscrimination policies and procedures will be publicly available and posted on the LEA's websites and public materials;
- CTE program offerings and admission criteria, including accommodations made for special populations, will be made publicly available on websites and public materials;
- For each LEA, the name and/or title, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504 are required to be publicly available.

To ensure compliance, OCHE will review LEA websites during the Local Application process and will conduct regular desk audits and on-site reviews to ensure that nondiscrimination policies and procedures are up-to-date and being followed.

B.2.c.v. Coordination with the State Workforce Innovation Board

The state of Montana coordinates workforce, secondary and postsecondary education systems across the state to best serve Montanans. Programmatic alignment is required under both Perkins and WIOA guidance and is a priority to the Governor.

The Montana State Workforce Innovation Board (SWIB) supports coordination between the upcoming WIOA and Perkins plans outlining the strategic vision for CTE and workforce development in Montana. The collaboration on these plans will provide the Montana Department of Labor & Industry, the Office of the Commissioner of Higher Education, and the Office of Public Instruction the opportunity to better understand programs and the landscape of both workforce development and education throughout the state.

The SWIB continues to support and require meaningful coordination of services with education partners to ensure Montana has a well-trained workforce and continues to grow economically. As previously noted, the SWIB funded the “Meeting State Demand: A Report on the Labor Market Outcomes for Montana Colleges” report and closely reviewed its findings.

In addition, the SWIB supported the submission of a waiver allowing Montana’s University System to become eligible to receive WIOA funds and provide training through the Eligible Training Provider List (ETPL). The board receives regular updates on the implementation of Perkins V and Perkins V planning at its meetings and is committed to promoting CTE and work-based learning.

The Director of the SWIB participated as a member of the State Plan Advisory Committee and is a voting member of the CTE SELT to help guide the decisions and priorities of CTE in Montana.

B.2.c.vi. Secondary, Postsecondary and Industry Collaboration

The Partner Agencies frequently reference DLI’s labor market information (lmi.mt.gov) to inform decisions on Montana Career Pathways and activities proposed by eligible recipients, including current employment statistics, job projections, and Montana economy reports. The Montana DLI also periodically publishes reports on Registered Apprenticeship program data, labor market outcomes of Montana colleges and the ability to meet state worker demand, and a statewide college workforce report. This information is readily available to all eligible recipients and reviewed to ensure the alignment of programs of study and the needs of Montana’s economy.

All eligible recipients must have Advisory Committees for their CTE program areas in order to receive funding. This is monitored in person during monitoring visits in addition to requiring

committee minutes to be submitted and approved. Each year, OPI conducts a “New CTE Professionals Workshop” for the express purpose of technical assistance with setting up and maintaining advisory committees, work-based learning options, professional development, student organizations and dual enrollment.

OCHE offers multiple opportunities each year for technical assistance trainings for postsecondary eligible recipients to work with the program specialists from the OPI on topics specific to work-based learning and industry involvement. There have also been many sessions during these trainings that have included local industry members to take part in valuable discussions that have led to innovation in Montana’s secondary and postsecondary programs and pathways.

Recipients of the Strengthening Montana Career Pathways grant (Rural Reserve) employ MCP coordinators who act as liaisons for program offerings at their postsecondary institution. Coordinators work with secondary students in Montana who may be interested in a pathway related to a career in a program they offer. Funds provided via the SMCP grant are often used to coordinate activities and events that connect secondary and postsecondary students, teachers, administrators and counselors to local industry partners in ways that provide hands-on, meaningful experiences to all attendees.

B.2.c.vii. Improving Outcomes and Reducing Performance Gaps for Special Population CTE Concentrators

The shift in the concentrator definition from three credits (six semesters) to two credits (four semesters) and the discontinuation of blended concentrators at the secondary level will provide the state with a better understanding of the number of students concentrating in each pathway. Dual enrollment participation will further identify students within a pathway who may be transitioning to postsecondary pathways. This will allow for OPI and OCHE to share data for the purposes of CTE student success. The OPI will disaggregate this data based on Perkins special populations to determine rates of participation of specific special populations and establish improvement plans for any performance gaps.

The lowest performing 5% of schools will be targeted for intensive technical assistance. The list of schools requiring targeted technical assistance are typically on, or near, Indian Reservations. OPI performs a root cause analysis that enables the state to better concentrates resources and efforts on specific areas for each school. This strategy will be used for further analyzing disparities for CTE concentrators with the goal of individualized planning.

The state homeless youth coordinators, state foster care point of contact, students with disabilities staff, Title III (EL), Title I, and CTAE will meeting twice yearly to review disaggregated data, share topic updates, and will plan additional technical assistance to develop guidance for the upcoming grant year.

Each postsecondary LEA will need to address how they plan to serve special populations and address any performance gaps that exist, which will be provided to them through a Perkins performance report card each year.

B.2.d. Dual Enrollment Programs

The Office of the Commissioner of Higher Education annually increases the number of students taking dual credit courses as the program is a priority for the agency. Dual enrollment opportunities for students within a CTE program of study are now required for LEAs applying for Perkins funds.

Scholarships are available for students who demonstrate need and pursue dual enrollment beyond six credits. Montana has seen impressive program growth, nearly tripling dual enrollment headcount since 2012.

The Partner Agencies provide technical support to teachers to facilitate coordination between secondary and postsecondary institutions to ensure courses are taught to the standards set by the colleges.

B.2.e. Involving Stakeholders in the Evaluation of Career and Technical Education Programs

The State of Montana is committed to maintaining a consultative and cooperative environment for the development, implementation and evaluation of quality career and technical education programs. At the state level, the Partner Agencies participate in the CTE State Executive Leadership Team (SELT), which also includes members from the Montana Department of Labor and Industry and The Governor's Office. The State Plan Advisory Committee required by statute is currently meeting regularly to provide valuable input on the development and implementation of the Perkins V State Plan and its supported programs. The State Plan Advisory Committee includes members from secondary and postsecondary education, adult education, and Montana industry.

Each LEA receiving Perkins funding is responsible for the development of an advisory committee. LEAs must submit advisory committee meeting minutes and a list of the individuals and businesses on their committee(s) when Perkins applications are reviewed each year. The local application process for Perkins funds requires all eligible institutions to actively involve students, parents, teachers, local business, and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs.

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The Partner Agencies have been participating in the Montana School Counselors Association annual conference each year by offering a CTE track that highlights a different Montana Career Pathway each year. Other strategies for involving school counselors has been individualized training on the use of the MT Career Information System, “Yellow School Bus tours” of two-year colleges and their pathway programs and paying for school counselors to attend a National ACTE conference to immerse them in career pathways options. The Partner Agencies plan to continue this practice to inform and include high school counselors.

OCHE is currently working to establish a statewide CTE advisory committee that will host members from each industry sector, as outlined by Montana Career Pathways. The anticipated launch of this committee is early spring of 2020. This committee will meet twice yearly and will advise the SELT on decisions made regarding Montana Career Pathways, funding priorities, use of the Rural Reserve, and other matters as needed.

Tribal consultation will continue with the seven reservations in the state. Native American students represent eleven percent (11%) of the total public-school population in Montana. Access and equity to CTE programs are especially prevalent for this population and the Partner Agencies will continue to work with tribes to ensure options are available for native communities.

B.2.f. Local Application Template

Montana’s Postsecondary Local Application requires LEAs to articulate three different areas when applying for local funds.

1. Perkins V required questions including strategies for:
 - a. Collaborating with local workforce partners to provide career exploration/guidance activities;
 - b. Improving academic and technical skills of students participating in CTE programs;
 - c. Providing activities to prepare special populations for high-skill, high-wage, or in-demand occupations; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against;
 - d. Providing work-based learning opportunities
 - e. Providing dual enrollment opportunities;
 - f. Supporting the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel;

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- g. Addressing disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.
- 2. Identifying how results of the CLNA that justify requested expenditures;
- 3. A detailed budget of expenditures.

Please find Montana's Postsecondary Local Application template in Appendix A. Montana's Secondary Local Application is found in Appendix B.

B.2.g. Comprehensive Local Needs Assessment Template

The Partner Agencies collaborated to develop the Comprehensive Local Needs Assessment guidance to be used by LEAs statewide. This document provides a mechanism with which LEAs can capture the results of their CLNA for the purposes of justifying expense requests in the local application process, and contains detailed technical assistance on structuring the local needs assessment process and engaging stakeholders.

The CLNA guide provides LEAs a framework to structure their approach to the local needs assessment efforts by translating the legal language from the Perkins V law into actionable steps that complete the requirements and engage stakeholders in thoughtful program improvement. This document was created with resources from Advance CTE and Association of Career Technical Education (ACTE).

The guide assists LEAs in assimilating statewide data and LMI in a way that allows them to identify strategies for requesting Perkins funding in the local application process. In addition, technical assistance for the CLNA process will be offered annually as part of intensive Perkins workshops and individually as requested by LEAs who need additional assistance in developing their CLNA or interpreting results for local application purposes.

Please find Montana's Comprehensive Local Needs Assessment Template in Appendix B.

B.2.h. Definition of "Size, Scope, and Quality"

Criteria for Size

Secondary eligible recipients must offer a minimum of approved Montana Career Pathways based upon student enrollment as follows:

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- Large districts (Class AA) must offer three (3) Montana Career Pathways approved by program specialists.
- Medium districts (Class A/B) must offer two (2) Montana Career Pathways approved by program specialists
- Small districts (Class C) must offer one (1) Montana Career Pathway approved by a program specialist

LEAs may offer additional CTE programs beyond the required number of Pathways. If the program meets the requirements of Montana guidelines, it is eligible for Perkins funding.

Postsecondary degree/career programs approved by the Montana Board of Regents or specifically approved by the State are eligible for Perkins funding.

Criteria for Scope

Indications of adequate scope in a Perkins funded secondary CTE program include the requirements for a rigorous Montana Career Pathway (program of study), opportunities for dual credit, online CTE courses, work-based learning, and/or Industry recognized credential opportunities.

Postsecondary programs must include rigorous, coherent CTE content aligned with challenging academic standards culminating in a certificate or degree. Links must exist between the secondary and postsecondary programs of study.

All Perkins funded programs must be aligned with business and industry as validated by a local business advisory committee.

Criteria for Quality

Eligible secondary districts have the minimum number of Montana Career Pathways as determined by their district size, and all CTE funded programs must comply with the Montana CTE requirements and guidelines publication.

Eligible postsecondary recipients offer students the opportunity to participate in programs of study that lead to two of the following three: high-skill, high-wage and/or in-demand occupations. Postsecondary programs must include rigorous, coherent CTE content aligned with challenging academic standards.

Guidance provided to all secondary and postsecondary LEAs on high-skill, high-wage and in-demand are:

- High-skill – requiring a degree or credential in addition to or beyond a high school diploma.
- High-wage – 60% and above the median income per county/city/DLI region/state/etc.
- In demand – the Montana Department of Labor and Industry argues that all industries and careers are currently in demand in Montana.

B.3. Meeting the Needs of Special Populations

B.3.a. Program Strategies for Special Populations

Many of the traditional roles and occupations presented to students in special populations have inadequately prepared them for careers enabling them to become economically self-sufficient. Limiting roles and occupations based on gender, race, economic class, disability, or age prevents individuals from achieving their fullest potential. In an effort to limit such practices, the Partner Agencies have the responsibility for developing and implementing procedures that will encourage and support each student and his or her pursuit of a rewarding career with emphasis on high-skill, high-wage, or in-demand occupations.

B.3.a.i. Equal Access

In the local applications, Montana requires eligible institutions to indicate the specific strategies of how they will provide equal access to special populations, including what specific services are available in their institution. Montana refers to all federal and state laws and regulations requiring public institutions to comply with requirements already set in place, such as offices posting notices of equal access to all services in a prominent place.

The Partner Agencies will provide consistent, standardized forms and information, uniform training of staff, appropriate accommodations, and an environment that promotes equal access for all students. The Partner Agencies also coordinate Civil Rights compliance.

B.3.a.ii. Discrimination Policies

All postsecondary institutions and secondary schools have nondiscrimination policies in place and procedures for filing complaints. All policies have an appeal process in place.

Notices of nondiscrimination are required in school handbooks and posted in all postsecondary institutions and secondary schools. Monitoring for nondiscrimination is performed through the Office of Civil Rights (OCR) review process and local applications. During monitoring, the OCR process ensures the facilities train staff to perform in a nondiscriminatory manner.

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Postsecondary institutions have a uniform system of “self-disclosure” during orientation and strict confidentiality rules ensure students will not be subject to discrimination.

B.3.a.iv. Appropriate Accommodations

Under the Individuals with Disabilities Education Act (IDEA) and Montana law, students with disabilities are required to be included in regular school curriculum, unless the student’s Individualized Education Plan (IEP) team determines needed services and supports cannot be provided in a regular classroom setting. This requirement applies to all school programs and supports the inclusion of students with disabilities in district CTE programs. Adaptive equipment and/or other supportive activities are available for students to meet or exceed performance levels.

The Montana Transition IEP plans transition services around a student’s postsecondary goals. Prior to age 16, Montana school districts develop a plan with the student for age-appropriate transition assessments that guide the Transition IEP as required by IDEA. A Transition IEP may include job shadowing, pre-apprenticeship programs, or pre-employment transition services through Vocational Rehabilitation and Blind Services. Within the IEP, accommodations and modifications are developed around the student’s needs to allow his/her success. CTE courses and postsecondary goals are included in Montana Transition IEPs and are easily supported by the school districts and communities in Montana.

B.3.a.v. Instruction and Work-based Learning Opportunities

The OPI CTE specialists will meet with the Special Education Division regarding CTE options for student transition plans. The OPI Special Education Division has protocol in place for work-based learning opportunities for students in their programs.

Each LEA will be charged with incorporating work-based learning into their programs of study and will need to offer these opportunities to students in order to be eligible for Perkins funding. Again, because the majority of Montana’s schools are small and rural, all special populations are incorporated into CTE programs of study and are afforded the same opportunities for work-based learning as all other students. The Partner Agencies see opportunity in working with LEAs on providing professional development that will help CTE teachers, faculty, and staff trained to better serve special populations in many areas, with access to quality work-based learning being one of them.

B.4. Preparing Teachers and Faculty

The OPI offers three levels of credentialing for individuals from business & industry.

Class 4A is an endorsement for individuals who are already teaching in an academic discipline and are adding a CTE Endorsement. Currently this is available for Health Science, Engineering, and Education. Individuals are required to complete 80 hours of training specific to their new CTE area.

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Class 4B individuals must have a bachelor's degree or higher, plus the requisite 10,000 hours of business and/or industry experience. Transcripts are used as part of the evaluation to determine the level of coursework previously taken for prior learning experience.

Class 4C individuals must have a high school diploma plus the requisite 10,000 hours of business and/or industry experience.

In the future, OPI will propose that CTE specialists convene monthly to review each Class 4B & 4C application. OPI specialists will recommend any pre-service training necessary to ensure each new teacher has a thorough understanding of classroom management and assessment. OPI will be using the National Association of Career & Technical Education (ACTE) online bank of courses to fulfill this training. For Trades & Industry and Agricultural Education, pre-service Safety & Liability will be preferred to take place prior to beginning their teaching position and will be required at some point in time. This will be offered through a two-year college as a summer or hybrid course.

Montana schools struggle with recruitment and retention of teachers, especially in our rural/frontier communities, which represent the majority of secondary schools in the state. CTE teacher recruitment and retention follows the same pattern as other K-12 teaching positions.

One positive strategy for recruitment has been eliminating burdensome expectations when recruiting CTE teachers from the workforce. Online options for coursework are available through ACTE. Secondly, the CTE Division of the OPI offers ongoing professional development for new CTE teachers, area-specific CTE teachers, and collaborative CTE opportunities for cross-sector practice. Several CTE program areas also have mentorship programs in place that link mid/long-term career teachers with new teachers.

Montana State University, which prepares Agriculture Education, Family & Consumer Sciences, and Technical Education student teachers, has been working on combining CTE majors and minors for more teacher flexibility when seeking employment. Montana State University CTE teacher programs implemented "Teach CTE Day" to host high school students considering teaching careers to participate in campus coursework and campus life.

Aside from recruitment and retention, it is important to recognize and assist LEAs to increase the number of effective teachers in each school. As articulated in the Montana State ESSA plan, the OPI will monitor and improve equitable access to effective teachers in Title I, Part A schools consistent with ESEA Section 1111(g)(1)(B). The OPI will publicly report the percentage of teachers categorized as "in-effective", "out-of-field", or "inexperienced" based on the state definition and consistent with applicable state privacy law and policies.

The OPI has defined these terms as:

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- Ineffective: Montana teachers who are non-licensed or show a pattern of ineffective practices as determined by a local evaluation.
- Out-of-field: Montana teachers teaching outside their endorsed subject areas
- Inexperienced: Montana teachers with less than one year of teaching experience

Note: Montana is a local-control state and evaluations are performed at the local level, therefore, the OPI does not collect data on local teacher evaluations.

Information regarding the above-mentioned categories was gathered and evaluated to determine if low-income and minority students enrolled in schools receiving funds under Title I, Part A, are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The OPI verified that low-income and minority students were not served at disproportionate rates.

Postsecondary faculty, staff and administration are recruited and retained according to each college's policies and guidelines. Perkins funds prioritize professional development opportunities for faculty and staff in CTE programs that receive Perkins funding. Postsecondary LEAs are encouraged to identify funds in their Perkins Local Application for faculty professional development. OCHE will provide technical assistance to postsecondary LEAs regarding identifying and recruiting faculty from business and industry where that need is identified.

C. FISCAL RESPONSIBILITY

C.1. Approving Eligible Recipients for Funds

Eligible recipients submit an annual application that includes information gathered from the Comprehensive Local Needs Assessment. In the application process, recipients must describe proposed activities and outline how they fall within the parameters of the allowable use of local funds and are supported by evidence from the CLNA that proposed activities support high-wage, high-skill, and in demand occupations.

Partner Agency staff are responsible for monitoring recipients for compliance with stated budgets and proposed activities, as well as performance measures. Any recipients falling below 90% of the established performance measures are subject to a Performance Improvement Plan.

C.1.a. Academic Achievement

Eligible recipients must offer CTE programs that include rigorous, coherent CTE content aligned with challenging academic standards. Applications will be reviewed for proposed strategies,

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activities, and expenditure of funds that promote continuous improvement in academic achievement.

C.1.b. Skill Attainment

Eligible recipients are required to provide relevant curriculum at the secondary and postsecondary levels that are aligned with industry standards. Applications will be reviewed for proposed strategies, activities, and expenditure of funds that promote continuous improvement in technical skill attainment.

OPI is piloting a Skill Attainment measurement indicator for Perkins V.

C.1.c. Local Needs Assessment

The Partner Agencies worked collaboratively to create joint guidance for the Comprehensive Local Needs Assessment (CLNA) for both secondary and postsecondary LEAs. The CLNA guidance closely follows the requirements as outlined in Section 134 of Perkins V, which will then be incorporated into the Local Application. Approval of Local Applications will be determined after ensuring each LEA takes into consideration local economic and education needs as indicated through the CLNA.

All LEAs will be provided general overview of Labor Market Information and how to use data to drive decision-making for Perkins priority funding. This is integrated into biannual trainings, monthly Perkins coordinator training calls, and through written guidance in the CLNA template. In addition, the Partner Agencies will provide individualized technical assistance to help LEAs in collecting, disseminating, and analyzing data gathered in the CLNA process on an as-needed basis. As each LEA has different data needs and campus/district infrastructure in place to process local data and conduct analysis, it is likely that technical assistance on this will look different for each specific LEA.

To support local recipients on training CTE teachers whose programs are not justified by the CLNA, the OPI provides an Entrepreneurship curriculum. Entrepreneurship was chosen because of the high numbers of independent small business owners in the state and online business models. These classes can be taught by Family & Consumer Sciences or Business Education teachers. Once the state receives CLNA's and we are able to review, the Partner Agencies will evaluate this practice and will work to address needs as they arise.

C.2. Allotment of Funds

C.2.a. Secondary and Postsecondary Allocations

Funds received through the allotment made under section 111 will be allocated among secondary and postsecondary Career and Technical Education as follows.

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Eighty-five percent (85%) of the funds will be allocated under Section 131 and Section 132. Up to ten percent (10%) of the eighty-five percent (8.5%) will be used in accordance with Section 112 (c)(Reserve).

Taking into account the Reserve Funds, the remainder of local funding will be allocated as follows: sixty-five percent (65%) will be allocated to secondary career and technical education and thirty-five percent (35%) will be allocated to postsecondary career and technical education.

This distribution of funds is a result of the consultation between OCHE and OPI, reflecting upon input given the State Plan Advisory Committee from Perkins IV State Planning, established under Montana Law (MCA 20-7-330).

C.2.b. Consortia

Montana applies the Waiver as described in Section 131(c)(2), that allows the eligible agency to waive the minimum allocations for a local educational agency that is located in a rural, sparsely populated area and demonstrates that they are unable to enter into a consortium for purposes of providing jointly beneficial activities.

Although the waiver is utilized so that we may include our small schools, the Partner Agencies have identified several rural/frontier areas that would benefit from a more collaborative approach for building capacity for expanding CTE options for students. Secondary schools receiving less than \$5,000 in Perkins local funds will be given the opportunity to join a vertically aligned consortia with a regional postsecondary partner. Multiple LEAs will be able to collaborate to best serve the student populations within each consortia by creating new or updating existing CTE programs, establishing innovative delivery methods for courses, expanding work-based learning options, sharing resources such as stakeholder and industry contacts, and/or benefitting from the postsecondary expertise in addressing workforce needs.

The state intends to offer incentive funds from the Rural Reserve for at least one pilot consortia for fiscal year 2020-2021, with the hope of expanding consortia in subsequent years. The Partner Agencies have offered extensive technical assistance to LEAs that are interested in forming a new consortium.

C.3. Allocations for Secondary CTE Programs

OPI shall distribute funds on an annual basis for secondary CTE programs to LEAs according to the following formula, as determined in the Perkins Act:

The total amount allocated for distribution for secondary education CTE (other than the Reserve Fund as noted in Section C.2.) for 2019-2020 will be \$2,943,615.

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Of this amount:

Seventy percent (70%) of the available funds shall be allocated to LEAs based on the census data for school system enrollment for the number of children in poverty aged 5-17 for the previous school year.

Thirty percent (30%) of the available funds shall be allocated to LEAs based on the AIM enrollment data for the number of children aged 5-17 for the previous school year.

The following table shows secondary eligible recipients and the dollar amounts allocated during the 2019-2020 grant cycle:

Lincoln Co. HS (Eureka)	\$23,335
Libby HS	\$37,447
Troy	\$11,967
Bigfork HS	\$15,618
Columbia Falls HS	\$51,779
Kalispell SD	\$183,821
Whitefish HS	\$28,601
Hot Springs HS*	\$6,779
Noxon HS	\$7,839
Plains HS	\$13,853
Thompson Falls HS	\$13,370
Arlee HS*	\$10,164
Charlo HS*	\$5,659
Polson HS*	\$36,017
Ronan HS*	\$55,804
St. Ignatius HS*	\$27,744
Alberton HS	\$5,753
St. Regis HS	\$6,108
Superior HS	\$5,210
Frenchtown HS	\$17,033
Missoula SD (4 HS)	\$244,345
Corvallis HS	\$27,790
Darby HS	\$9,026
Florence-Carlton HS	\$12,700
Hamilton HS	\$44,027
Stevensville HS	\$26,347
Victor HS	\$11,911
Augusta HS	\$1,720
Helena SD (2 HS)	\$129,815
Lincoln K-12	\$5,026

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Powell Co. HS (Deer Lodge)	\$16,766
Drummond HS	\$4,699
Granite HS (Philipsburg)	\$3,601
Anaconda HS	\$19,961
Butte HS	\$103,490
Jefferson HS (Boulder)	\$17,915
Whitehall HS	\$7,701
Broadwater HS (Townsend)	\$13,565
Beaverhead Co. HS (Dillon)	20,067
Lima HS	\$4,366
Ennis HS	\$5,898
Sheridan HS	\$3,301
Twin Bridges HS	\$3,179
Belgrade HS	\$60,858
Bozeman HS	\$99,897
Manhattan HS	\$12,711
Three Forks HS	\$7,457
West Yellowstone HS	\$2,175
Gardiner HS	\$3,057
Park HS (Livingston)	\$33,465
Shields Valley HS	\$3,218
White Sulphur Springs HS	\$7,001
Sweet Grass Co HS (Big Timber)	\$9,182
Browning HS*	\$70,594
Cut Bank HS	\$25,192
Conrad HS	\$11,783
Heart Butte HS	\$5,869
Valier HS	\$3,545
Shelby HS	\$10,058
Sunburst HS	\$3,290
Chester-Joplin-Inverness HS	\$9,520
Box Elder H*S	\$3,678
Havre HS	\$49,232
Rocky Boy HS*	\$24,826
North Star HS (Rudyard)	\$3,074
Chinook HS	\$9,159
Harlem HS*	\$20,155
Hays-Lodge Pole HS*	\$12,210
Turner HS	\$2,186
Dodson HS*	\$1,326
Malta HS	\$12,222
Saco HS	\$1,498

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Choteau HS	\$7,812
Fairfield HS	\$6,352
Dutton/Brady HS	\$5,387
Power HS	\$2,435
Big Sandy HS	\$3,695
Fort Benton HS	\$4,006
Geraldine HS	\$2,663
Belt HS	\$10,163
Cascade HS	\$6,214
Centerville HS	\$2,330
Great Falls SD	\$197,380
Simms HS	\$10,014
Geyser HS	\$882
Hobson HS	\$3,456
Stanford HS	\$1,537
Denton HS	\$1,309
Grass Range HS	\$2,080
Fergus HS (Lewistown)	\$24,544
Moore HS	\$1,886
Roy HS	\$1,126
Winifred HS	\$1,975
Winnett HS	\$1,942
Harlowton HS	\$7,745
Judith Gap HS	\$1,598
Lavina HS	\$1,925
Ryegate HS	\$1,320
Melstone HS	\$1,115
Roundup HS	\$17,403
Absarokee HS	\$4,355
Columbus HS	\$10,519
Park City HS	\$4,023
Rapelje HS	\$904
Belfry HS	\$1,049
Bridger HS	\$2,413
Fromberg HS	\$2,447
Joliet HS	\$4,977
Red Lodge HS	\$11,112
Billings SD	\$305,782
Broadview HS	\$2,652
Custer HS	\$2,114
Huntley Project	\$15,357
Laurel HS	\$30,171

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Shepard HS	\$15,945
Hardin HS	\$66,345
Lodge Grass HS*	\$24,449
Plenty Coups HS*	\$6,102
Frazer HS*	\$5,587
Glasgow HS	\$12,999
Hysham	\$1,958
Hinsdale HS	\$2,119
Scobey HS	\$3,978
Medicine Lake HS	\$1,631
Plentywood HS	\$5,326
Bainville HS	\$1,648
Brockton HS*	\$4,560
Culbertson HS	\$4,006
Froid HS	\$1,820
Poplar HS*	\$37,768
Wolf Point HS	\$35,239
Circle HS	\$5,892
Savage HS	\$2,591
Sidney HS	\$19,402
Dawson HS (Glendive)	\$20,578
Richey HS	\$1,021
Terry HS	\$2,990
Wibaux HS	\$2,591
Colstrip HS	\$8,805
Forsyth HS	\$5,504
Lame Deer HS*	\$34,973
Rosebud HS	\$3,145
Custer Co HS (Miles City)	\$27,317
Baker HS	\$8,394
Plevna HS	\$943
Powder River Co. HS (Broadus)	\$3,845
Carter Co HS (Ekalaka)	\$4,122

C.4. Allocations for Postsecondary CTE Programs

The total amount allocated for distribution for postsecondary education CTE (other than the Reserve Fund as noted in Section C.2.) for 2019-2020 will be \$1,585,023.

Of this amount, funding for postsecondary programs is determined by dividing the number of Pell grant and Bureau of Indian Affairs program recipients enrolled in the two-year

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postsecondary institution by the total number of Pell Grant and Bureau of Indian Affairs program recipients in the state.

The following table shows secondary eligible recipients and the dollar amounts allocated during the 2019-2020 grant cycle:

Dawson Community College	\$50,198
Fort Peck Community College	\$37,103
Flathead Valley Community College	\$266,997
City College	\$158,234
Great Falls College	\$319,741
Gallatin College	\$66,567
MSU-Northern	\$78,571
Salish Kootenai College	\$128,770
Helena College	\$203,703
Highlands College	\$90,211
Missoula College	\$322,288
UM-Western	\$46,561

C.5. Adjustments to Allocations

If any changes in school district boundaries have occurred since the population and/or enrollment data was collected, OPI will use previous enrollment data from the school districts affected by a boundary change and consult with the affected school district officials, to ascertain how the change in boundaries may have impacted enrollment patterns. OPI will not need to consider the enrollment impact of creation of charter schools, since in Montana, charter schools can only be created within an existing school district. The OPI will use these sources of information to develop an allocation of funds to affected districts.

C.6. Alternative Secondary Allocation Formula

Montana will not propose an alternative secondary allocation formula.

C.8. Reserve Funds

The State Executive Leadership Team (SELT) voted to increase the amount of Rural Reserve from 10% to 11% for the 2020-2021 grant cycle. The Rural Reserve has been used to fund the Montana Career Pathways Grant over the past several years, and SELT plans to continue to award 10% to postsecondary institutions to fund activities related to career exploration, CTE dual enrollment, promotion of state level CTE programs of study (Montana Career Pathways),

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industry-recognized credential attainment, and work-based learning opportunities. These awards will continue to be awarded via a competitive grant process. Competitive grants are currently available to postsecondary partners or consortia, primarily because those LEA's have existing personnel to manage additional grant responsibilities and due to the increased cost for running CTE programs at the postsecondary level which, in Montana, are not subsidized by State education funds as they are at the secondary level.

Under Perkins IV, Montana focused Rural Reserve funds heavily on implementing and growing dual enrollment programs across the state. As a result, the state saw significant increases in dual enrollment participants and high program success rates. The number of students taking dual enrollment courses doubled from 2014 to 2018 in Montana, and the number of dual enrollment students matriculating to a Montana University System institution tripled in the same time frame. These positive impacts, achieved in targeted areas and populations, have the potential to be scaled to a point where they are accessible to even more students across the state. This has been a hugely successful statewide initiative, but there is still room to grow, especially related to tribal colleges and special population students.

As a result, the SELT determined that it will continue to prioritize funding activities related to career exploration, CTE dual enrollment, promotion of state level CTE programs of study (Montana Career Pathways), industry-recognized credential attainment, and work-based learning opportunities. Competitive grant guidelines may shift from year to year to reflect emerging priorities, but as an overall theme, projects will be considered if they include:

- Piloting new or innovative CTE programs, especially those that include work-based learning opportunities;
- Introducing new or building capacity for existing industry recognized credentials;
- Increasing the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment;
- Expand public knowledge and utilization of the Montana Career Pathways program through outreach and career exploration events and activities.

The focus for the Rural Reserve grants will be on creating new or significantly expanding existing partnerships between secondary and postsecondary partners and increasing access for all students to engage dual enrollment and/or Montana Career Pathways.

With the additional 1% of Rural Reserve funding, the Partner Agencies will incentivize vertical consortia models in which one or more secondary LEAs will partner with one or more postsecondary LEAs. For newly formed consortia in the state in 2020-2021, the state will use Rural Reserve to add funds to each consortium's allocation. This will be treated as a pilot project for the first year and may continue if positive outcomes are reported.

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All LEAs that opt-in to participate in the consortia pilot will transfer their allocation from the federal Perkins formula to the consortium. Additionally, all participating consortia who meet the state requirements for the pilot will be eligible to receive incentive funding to help offset administrative and programming costs. The incentive funding—1% of total Rural Reserve funding—will be allocated equally to each consortium (i.e. if there are 2 consortia, each receives 50% of the 1% funding, if there are 4 consortia, each receives 25% of the 1% funding, etc.). To participate as a consortium, there must be a MOU in place between the participating secondary and postsecondary LEAs prior to completing the LEA local application.

Any Perkins eligible LEAs in Montana may collaborate to form a consortium. The minimum requirements are that there is at least one (1) secondary and one (1) postsecondary agency included to receive incentive funding in the vertical consortia pilot project. No LEA may be part of more than one consortium in a single year but may opt to change consortia during subsequent funding cycles. The participating LEAs must select one agency to serve as the Fiscal Agent. In most cases, this would be the postsecondary LEA because they are more likely to have dedicated grant personnel, but it may be any LEA in the consortia.

Consortium members are required to meet in order to plan, set goals, and identify programs for funding that are sufficient in size, scope and quality as determined by Montana Perkins standards. Using the Comprehensive Local Needs Assessment as a guide, the consortium should develop goals for program and learning improvements that are beneficial to the consortium as a whole. Funding decisions should be supported by written consortium goals and the CLNA results.

The SELT has the authority to increase or decrease the percentage of Rural Reserve the state will use each year, in addition to setting the criteria for the funding to be spent.

C.9. State Baseline

The aggregate expenditures for the July 1, 2018 to June 30, 2019 baseline are \$54,810,337. Montana would like to continue with the pre-existing MOE.

D. ACCOUNTABILITY FOR RESULTS

D.1. Secondary Indicators of Career and Technical Education Program Quality

Montana chose 5S2 and 5S3 as indicators of secondary career and technical education program quality. Numerator and denominator definitions are as follows:

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5S2: Program Quality – Attained Postsecondary Credits

Numerator: the number of secondary CTE concentrators who participate in a dual enrollment course either through concurrent enrollment, dual credit, or early college.

Denominator: the number of CTE concentrators in a CTE program or program of study during the reporting year.

Postsecondary dual enrollment courses have been matched to specific pathways and are listed on the Montana Career Pathway website (www.mus.edu/mcp) as well as posted on the OPI website for secondary schools to reference.

5S3: Program Quality – Participated in Work-Based Learning

Numerator: the number of secondary CTE concentrators who participate in a work-based learning experience. For the purposes of this program quality indicator, ‘work-based learning’ is defined as: sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster’s in-depth, firsthand engagement with the tasks of a given career field, that are aligned to curriculum and instruction.

Denominator: the number of CTE concentrators in a CTE program or program of study during the reporting year.

The OPI developed a work-based learning manual with input from OCHE, the Governor’s Office and the Department of Labor and Industry, that described levels of career exploration through work-based learning. The OPI will use National Course Codes to capture individual student work-based learning experiences.

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D.2. State Determined Performance Level (SDPL) Form

State Name: Montana

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	97.41	90	92	93	95
1S2: Extended Graduation Rate	98.49	90	92	93	95
2S1: Academic Proficiency in Reading Language Arts	50.71	50	51	52	53
2S2: Academic Proficiency in Mathematics	30.5	30	31	32	33
2S3: Academic Proficiency in Science	20	20.5	21	21.5	22
3S1: Post-Program Placement	85.72	85	86	87	88
4S1: Non-traditional Program Concentration	20.92	20	21	24	25
5S1: Program Quality – Attained Recognized Postsecondary Credential	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	25	27	30	32	35
5S3: Program Quality – Participated in Work-Based Learning	15	18	22	25	27
5S4: Program Quality – Other ⁴	N/A	N/A	N/A	N/A	N/A

⁴ The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Postsecondary Retention and Post-Program Placement	83.5	83.8	84	84.4	84.8
2P1: Earned Recognized Postsecondary Credential	100	100	100	100	100
3P1: Non-traditional Program Concentration	16.7	16.8	17	17.3	17.5

D.3. State Determined Performance Level (SDPL) Procedure

D.3.a. Public Comment Procedure

The State Determined Performance Level (SDPL) form was posted to the site mus.edu/perkinsv/public-comment.asp on August 1, 2019 and they remained on that site until November 1, 2019. The link was shared with various stakeholder groups, including teachers, faculty, college/high school staff, agencies that serve special populations, students, parents, members of business/industry, and tribal colleges. The performance indicators were also posted from February 1, 2020 through March 31, 2020 as a part of the entire state plan available for public comment.

D.3.b. State Determined Performance Level Explanation and Process

To establish baseline numbers for the State Determined Performance Levels, the Partner Agencies both reviewed three (3) previous years of data for each performance indicator. The Office of Public Instruction worked with internal data experts to establish a baseline for 2S3, 5S2, and 5S3 because that data had never been previously collected.

Secondary Performance Indicator Definitions

The term ‘CTE concentrator’ at the secondary level is defined as a student who has taken two or more credits in a defined Montana Career Pathway (program of study). One credit equals a year-long course or two semesters.

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Numerator and denominator definitions for each secondary performance indicators are as follows:

1S1: Four-Year Graduation Rate

Numerator: the number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Denominator: the number of CTE concentrators who, in the reporting included in the State's computation of its four-year graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 111(b)(2) of the ESSA.

1S2: Extended Graduation Rate:

Numerator: the number of CTE concentrators who graduated from high school, as measured by the extended-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Denominator: the number of CTE concentrators who, in the reporting included in the State's computation of its extended-year graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 111(b)(2) of the ESSA.

2S1: Academic Proficiency in Reading Language Arts

Numerator: the number of CTE concentrators who achieved reading/language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

Denominator: the number of CTE concentrators who took the ESSA assessments in reading/language arts whose scores were included in the program year in the State's computation of the AYP measure for reading/language arts.

2S2: Academic Proficiency in Math

Numerator: the number of CTE concentrators who achieved math proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

Denominator: the number of CTE concentrators who took the ESSA assessments in math whose scores were included in the program year in the State's computation of the AYP measure for math.

2S3: Academic Proficiency in Science

Numerator: the number of CTE concentrators who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the

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Elementary and Secondary Education Act of 1965, as measured by the academic assessments of ACT scores.

Denominator: the number of CTE concentrators who took the ESSA assessments in science whose scores were included in the program year in the State's computation of the AYP measure for science.

3S1: Post-Program Placement

Numerator: the number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advance training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)), or are employed.

Denominator: the number of CTE concentrators who left secondary education during the reporting year.

4S1: Non-traditional Program Concentration

Numerator: the number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.

Denominator: the number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

Definitions for 5S2 and 5S3 are found in Section D.1.

Postsecondary Performance Indicator Definitions

The term 'CTE concentrator' at the postsecondary level is defined as a student enrolled in an eligible recipient who has (i) earned at least 12 credits and are enrolled in a career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Numerator and denominator definitions for each postsecondary performance indicators are as follows:

1P1: Postsecondary Retention and Post-Program Placement

Numerator: the number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)), or are placed or retained in employment.

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Denominator: the number of CTE concentrators who completed their program in the prior reporting year.

2P1: Earned Recognized Postsecondary Credential

Numerator: the number of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Denominator: the number of CTE concentrators who graduated from postsecondary education in the prior reporting year.

3P1: Nontraditional Program Completion

Numerator: the number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to non-traditional fields.

Denominator: the number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field during the reporting year.

Definitions for the numerators and denominators for the secondary indicators of career and technical education program quality that Montana chose are defined in section D.1.

D.4. State Determined Performance Level (SDPL) Public Comments

The state received one comment on the SDPL form regarding how high the completion/graduation rate was and how she thought the number was unattainable. This person also reached out personally to the CTE Director, who clarified that this number measures CTE concentrators only, satisfying the commenter's concerns.

D.5. State Determined Performance Level (SDPL) Disparities or Gaps

The Partner Agencies will provide leadership to assist school districts and two-year postsecondary institutions to gather and share information about strategies for improving performance and making meaningful progress each year. Professional development will be provided to help identify promising practices for improving performance and strengthening services to special populations.

Every local recipient will receive a report indicating how special population and nontraditional populations groups performed compared to the goals for these groups on the target performance levels. Each LEA will be required to document how they will work to close achievement gaps.

ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

☐ The eligible agency assures that:

1. It made the State plan publicly available for public comment⁵ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

⁵ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B. EDGAR Certifications

- ☐ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
 2. It has authority under State law to perform the functions of the State under the Perkins program(s).
 3. It legally may carry out each provision of the plan.
 4. All provisions of the plan are consistent with State law.
 5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
 6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
 7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- ☐ The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

MONTANA MULTI-YEAR STATE PLAN 2020-2023

BUDGET

A: Budget Form

State Name: Montana

Fiscal Year (FY): 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$6,018,158
2	State Administration	5%	\$300,907
3	State Leadership	10%	\$602,815
4	• Individuals in State Institutions	.1%	\$6,019
4a	– Correctional Institutions	Not required	\$
4b	– Juvenile Justice Facilities	Not required	\$
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Nontraditional Training and Employment	Not applicable	\$60,000
6	• Special Populations Recruitment	%	\$602
7	Local Formula Distribution	85%	\$5,115,435
8	• Reserve	11%	\$562,698
9	– Secondary Recipients	%	\$
10	– Postsecondary Recipients	%	\$
11	• Allocation to Eligible Recipients	89%	\$4,552,738
12	– Secondary Recipients	65%	\$2,959,279
13	– Postsecondary Recipients	35%	\$1,593,459
14	State Match (<i>from non-federal funds</i>)	Not applicable	\$300,908

APPENDICES

Appendix A: Montana's Postsecondary Local Application Template

See Attached PDF

Appendix B: Montana's Secondary Local Application Template

See Attached PDF

Appendix C: Montana's Comprehensive Local Needs Assessment Template

See Attached PDF

Appendix D: Example of a Montana Career Pathway as a Program of Study

See Attached PDF

Appendix E: Public Comments

See Attached PDF

1. Please provide a brief summary of the results of your Comprehensive Local Needs Assessment and what CTE course offerings and/or activities you will be targeting in this application. Please include how the results of the CLNA informed the selection of the specific career and technical education programs and activities selected to be funded and a description of any new programs of study you plan to develop and submit to the State for approval based on CLNA findings.

2. Please provide a brief description of how your campus will, in collaboration with local workforce development partners, provide a series of career exploration and career guidance activities including: (A) career exploration and career development coursework, activities, or services; (B) career information on employment opportunities that incorporate the most up-to-date information on high skill, high-wage, or in-demand industry sectors or occupations, as determined by the CLNA; and (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education programs.

3. Please provide a brief description of how your campus will improve the academic and technical skills of students participating in CTE programs.

4. Please explain how your campus will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against. Include how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

5. Please provide a description of the work-based learning opportunities for students participating in CTE programs and how your campus will work with representatives from employers to develop or expand work-based learning.

6. Please outline how your campus will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school.

7. Please identify how your campus supports the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

8. Please outline how your campus will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

9. Please summarize levels of performance for your campus during the previous year for each of the following core indicators of performance: 1P1-Postsecondary Retention and Placement; 2P1-Credential, Certificate or Diploma; 3P1-Non-traditional Program Enrollment. You should identify your campus performance in relation to the state goal (provided in your campus Perkins report card).

Project/Program Purchase #1

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #2

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #3

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #4

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #5

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #6

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #7

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #8

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #9

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Project/Program Purchase #10

Project Title:

Begin Quarter: (Please select):

End Quarter: (Please select):

Project/Program/Purchase Summary

Expected Measurable Outcome:

Which required and/or permissive uses of funds will this project support?

Please identify the results from your Comprehensive Local Needs Assessment that are addressed by this project, program or purchase:

(include specific data and how this project, program or purchases addresses the identified need)

Grant Allocation:

Administrative Costs:

Federal Guidelines state that no more than 5% of project funds can go to administration and indirect costs.

The maximum allowed for the institution is:

Please indicate if your campus will be using 5% for administrative/indirect costs: (This amount will be taken out of your current budget)

Describe proposed administrative costs here, including the person performing the tasks and what they will be doing:

Personal Services:

Salary and Hourly Wages:					Approved Funding
Project #:	Begin Quarter	End Quarter	Expenditure Code:	Line Item Detail Description:	Amount:

Total Salary and Hourly Wages: \$0.00

Employee Benefits (FICA, Retirement, WC, SUE) & Health Insurance (Annual Premium times % of FTE)					Approved Funding
Project #:	Begin Quarter	End Quarter	Expenditure Code:	Line Item Detail Description:	Amount:
			Employee Benefits		
			Employee Benefits		
			Employee Benefits		

			Employee Benefits		
			Employee Benefits		
			Employee Benefits		
			Employee Benefits		
			Employee Benefits		
			Employee Benefits		
			Employee Benefits		

Total Employee Benefits: \$0.00

Total Personnel Services: \$0.00

Operating Expenditures:

Other Services: (Contracted Services/Printing)					Approved Funding
Project #:	Begin Quarter	End Quarter	Expenditure Code:	Line Item Detail Description:	Amount:

Total Other Services: \$0.00

Supplies and Materials (Books and Reference Material/Office Supplies/CTE Classroom Supplies/Software/Minor Equipment)					Approved Funding
Project #:	Begin Quarter	End Quarter	Expenditure Code:	Line Item Detail Description:	Amount:

Total Supplies and Materials:					\$0.00

Communications: (Telephone/Postage and Mailing)					Approved Funding
Project #:	Begin Quarter	End Quarter	Expenditure Code:	Line Item Detail Description:	Amount:
Total Communications:					\$0.00

Travel: All travel will follow the state of Montana rates and policies					Approved Funding
Project #:	Begin Quarter	End Quarter	Expenditure Code:	Line Item Detail Description:	Amount:
			Travel		
			Travel		
			Travel		
			Travel		
			Travel		
			Travel		
			Travel		
			Travel		
			Travel		
			Travel		
Total Travel:					\$0.00

Other Expenditures (Dues & Subscriptions/Conference & Training Registration/Meeting Rooms):					Approved Funding
Project #:	Begin Quarter	End Quarter	Expenditure Code:	Line Item Detail Description:	Amount:

			Major Equipment		
				Total Major Equipment:	\$0.00
				Total Direct Costs:	\$0.00
				Total Indirect Costs: Cannot exceed the 5% cap	\$0.00
				Total Grant Award (Direct Costs+ Major Equipment + Indirect Costs):	\$0.00

Amendment #1	Comments/Description of Changes:	Amendment #2	Comments/Description of Changes:	Amendment #3	Comments/Description of Changes:
Amount:		Amount:		Amount:	

\$0.00		\$0.00		\$0.00	
Amendment #1	Comments/Description of Changes:	Amendment #2	Comments/Description of Changes:	Amendment #3	Comments/Description of Changes:
Amount:		Amount:		Amount:	

\$0.00		\$0.00		\$0.00	
\$0.00		\$0.00		\$0.00	
Amendment #1	Comments/Description of Changes:	Amendment #2	Comments/Description of Changes:	Amendment #3	Comments/Description of Changes:
Amount:		Amount:		Amount:	
\$0.00		\$0.00		\$0.00	
Amendment #1	Comments/Description of Changes:	Amendment #2	Comments/Description of Changes:	Amendment #3	Comments/Description of Changes:
Amount:		Amount:		Amount:	

\$0.00		\$0.00		\$0.00	
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Amendment #1	Comments/Description of Changes:	Amendment #2	Comments/Description of Changes:	Amendment #3	Comments/Description of Changes:
Amount:		Amount:		Amount:	

\$0.00		\$0.00		\$0.00	
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Amendment #1	Comments/Description of Changes:	Amendment #2	Comments/Description of Changes:	Amendment #3	Comments/Description of Changes:
Amount:		Amount:		Amount:	

\$0.00		\$0.00		\$0.00	
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Amendment #1	Comments/Description of Changes:	Amendment #2	Comments/Description of Changes:	Amendment #3	Comments/Description of Changes:
Amount:		Amount:		Amount:	

\$0.00		\$0.00		\$0.00	
\$0.00		\$0.00		\$0.00	
\$0.00		\$0.00		\$0.00	

Perkin V E-Grants for FY 2020-2021

Overview:

Applicant:	0862 Absarokee H S	Carl Perkins - Secondary
Application Cycle:	2019-2020 Carl Perkins - Secondary - 00-Original Application	Printer-Friendly Click to Return to Organization Select Click to Return to eGrants Access/Select Page Click to Return to Menu List / Sign Out
School Year: 7/1/2019 - 6/30/2020		

This application has been approved. You must create an amendment in order to make updates.

Overview	Contact Information	End-of-Year Reports	Funding	Application Pages	Budget Pages	Assurances, Common and Program	Amendment Description	Submit	Application History	Page Lock Control	Application Print
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Carl Perkins - Secondary

Program: Carl D. Perkins Vocational and Technical Education Act of 2006, Title I.

Purpose: Program provides funding to assist high schools in paying the additional costs of approved career and technical education programs. Career and technical education programs eligible for Carl D. Perkins funding include: agriculture education; health occupations education; business education; family and consumer sciences education; industrial, trades & technology education; and marketing education. Programs must be taught by instructors endorsed in the respective curricular area.
Career and Technical Education is an organized instructional program that provides integrated academic and technical curriculum to prepare secondary/postsecondary students for employment, continuing education, and a career. The funds to support this goal are provided through Title I of the Carl D. Perkins Career and Technical Education Act of 2006.

Legislation: [Carl D. Perkins Career and Technical Education Act of 2006 Title I 20 U.S.C. 2301 et seq. \(Pub. L. 109-270\)](#)

Guidance: [Montana State and Federal Grants Handbook](#)
[School Accounting Manual](#)
[Education Department General Administrative Regulations \(EDGAR\)](#)

Program: Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V)

Purpose: The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by-

1. Building on the efforts of States and localities to develop challenging academic and technical standards to assist students in meeting such standards, including preparation for high skill, high wage, and in demand occupations in current or emerging professions;
2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
3. Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities.
5. Providing technical assistance that-
 - a. Promotes leadership, initial preparation, and professional development at the State and local levels; and
 - b. Improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institution, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
8. Increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

Legislation: <https://www.congress.gov/bill/115th-congress/house-bill/2353>

Guidance: (same links) [Montana State and Federal Grants Handbook](#), [School Accounting Manual](#), [EDGAR](#)

Contact Information:

his application has been approved. You must create an amendment in order to make updates.

Overview	Contact Information	End-of-Year Reports	Funding	Application Pages	Budget Pages	Assurances, Common and Program	Amendment Description	Submit	Applica Histo
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Contact Information

[Click for Instructions](#)

Notes regarding the Contact Information page:

* The shaded fields on this page are imported from the OPI Contacts database. Imported fields are read-only and cannot be changed by the applicant. If the imported information is incorrect, please update their contact information at <https://apps.opi.mt.gov/Contacts/firmLogin.aspx>. Special education cooperatives, non-profit agencies, colleges, and other non-district entities must send an email to update their contact information. Changes will not be immediately reflected on this page.

* Incorrect or blank imported fields DO NOT prevent an application from being submitted and/or approved.

* Automatic e-mails are sent to the authorized representative upon approval or return of this application. The e-mail address used for the automated e-mails is the address the authorized representative uses when logging on to E-Grants. This should be the same e-mail address as the one that displays on this page. If it is not, please contact E-Grants security at egrants@mt.gov.

* Denotes required field

Authorized Representative:

Last Name	Feddes	First Name	Meredith
Phone	406 328 4581 ext.	Fax	406 328 4572
Summer Phone	*406 899 6392 ext.	Email	feddesm@absarokee.k12.mt.us

District Clerk:

Last Name	Lester	First Name	Tanya
Phone	406 328 4583 ext.	Fax	406 328 4077
Summer Phone	*406 328 4583 ext.	Email	lestert@absarokee.k12.mt.us

Pathway Counselor:

Last Name*	Heard	First Name*	Jodi
Phone*	406 328 4583 Extension 232	Fax*	406 328 4077
Summer Phone*	406 328 4583 Extension	Email*	jheard@absarokee.k12.mt.us

Local Application and Comprehensive Local Needs Assessment Questions:

The Comprehensive Local Needs Assessment is completed on a biennial basis (2020-2021 & 2022-2023). The CLNA is uploaded to your Perkins E-grant and is approved for your two-year strategic plan. For the year when no CLNA is required, you are asked to provide a short narrative on your progress. This report is intended to reflect the previous year's program success and help the LEA focus efforts based on this information for your future CLNA.

Please provide updates to the following statements/questions based on the findings of your CLNA:

Equity & Access (See listed special populations on the Funding distribution page):

1. Please explain how your district will address disparities or gaps in performance between groups of students over the next two years. What will your district do to minimize disparities?
2. Please explain how your district provided activities to prepare special populations for high-skill, high-wage, in-demand occupations; provide equal access for special populations to MT Career Pathways; and ensure members of special populations will not be discriminated against. Please include how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is a part of a CTE program of study.
3. Please describe how your district will prepare CTE participants for nontraditional fields.

Career Exploration and Guidance, Pathways, Work-based Learning:

4. Please provide a brief description of how your district will, in collaboration with local workforce development partners, provide a series of career exploration and career guidance activities including: (A) career exploration and career development coursework, activities, or services; (B) career information on employment opportunities that incorporate the most up-to-date information on high skill, high-wage, or in-demand industry sectors or occupations, as determined by the CLNA; and (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education programs.
5. Please explain how your district worked with business, industry and/or community partners to develop and offer work-based learning opportunities.
6. List the Pathway(s) you will be continuing as well as any new Pathway(s) in development. Please include how the results of the CLNA informed the selection of the specific CTE programs and activities you are requesting funding for. If you are developing any new programs of study, please describe how these decisions were based on CLNA findings.

Career/Postsecondary Readiness:

7. Please explain how you provided CTE students the opportunity to gain postsecondary credit while in high school.
8. Please provide a description of how your district will improve the academic and technical skills of students participating in CTE programs.
9. List Industry Recognized Credentials offered if applicable.

Staff Recruitment/Retention/Professional Development:

10. Please explain how your district supports the recruitment, retention and/or professional development for teachers, administrators or CTE instructional support personnel.

Pathways Offered: LEA's will check each complete pathway (Program of Study) they currently offer

Agricultural Education:

- Ag, Food & Natural Resources
- Ag Mechanics & Construction

Business Education:

- Arts, A/V & Communications
- Business Management
- Finance
- Information Technology
- Marketing

Family & Consumer Sciences:

- Hospitality & Tourism
- Education
- Human Services

Health Science:

- Health Professions

Industrial Technology:

- Advanced Manufacturing
- Design & Construction
- STEM
- Transportation
- Welding & Fabrication

Advisory Committee(s):

Please provide the name, business/agency, and predominant category for each member of your Comprehensive Local Needs Assessment Advisory Committee. Do not include school administration or teachers.

Advisory Committee Meeting Minutes Uploaded:

Please upload a minimum of one set of minutes. Do not upload student organization to alumni meeting minutes.

Funding Distribution:

Within the table below, please list your CLNA Priorities and provide a narrative and proposed spending for how you intend to allocate resources to meet the priority goal.

For each proposed priority goal, indicate if the expenditure will serve any of the special populations.

Special Populations:

- A. Individuals with disabilities;
- B. Individuals from economically disadvantaged families, including low-income youth and adults;
- C. Individuals preparing for non-traditional fields;
- D. Single parents, including single pregnant women;
- E. Out-of-workforce individuals;
- F. English learners;
- G. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act
(42 USC 11434a)
- H. Youth who are in, or have aged out of, the foster care system;
- I. Youth with a parent who is a member of the armed forces and is on active duty

his application has been approved. You must create an amendment in order to make updates.

Overview	Contact Information	End-of-Year Reports	Funding	Application Pages	Budget Pages	Assurances, Common and Program	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Funding Distribution		Budget Detail		Funding Comparison		Property and Equipment		Budget Summary			

Funding Distribution

[Click for Instructions](#)

Within the table below, describe each expenditure.

For each proposed expenditure, list all required and permissive uses of funds. Also indicate, for each Special Population, if this expenditure will serve them.

- * If your district is budgeting indirect costs, include them as a 'Proposed Expenditure.'
- * The sum of the funds entered on this page must exactly match the total funds budgeted on the Budget Detail page PRIOR to submission of the application.
- * At least \$ of your proposed purchases must be for professional development. Please [Click Here](#) for instructions on proposed professional development expenditures. The application will be returned if there is not at least \$ allotted for professional development.

Special Populations

- A - an individual with a disability
- B - an individual economically disadvantaged, including foster children
- C - an individual preparing for nontraditional fields
- D - a single parent
- E - an individual with limited English proficiency

Example

Usage Code(s) *See Instructions	A	B	C	D	E	Amount
R1, R2, R5, R7, R8, R9 P1, P3, P7, P12	Yes	Yes	Yes	N/A	Yes	\$7220
Proposed Expenditure Details (273 of 2000 maximum characters used)						
FACS (500) Professional Development- Ag, Bus, and FCS teachers to attend MT ACTE registration \$135x3= \$405; RT mileage one car \$125, 2 nights lodging at \$100 x 3 teachers= \$600. BUS Ed (600) 3 laptops @ \$500 each= \$1500.						

Usage Code(s) *See Instructions	A	B	C	D	E	Amount
R1, R3, R4, R7, R8, P7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ <input type="text" value="3,586"/>
Proposed Expenditure Details (134 of 4000 maximum characters used)						
(600) Digilab 3D Printer Kit - \$1900; Triumph Deluxe 24"D x 48"L Rectangle Desks (K-log item CFTT-RDT), 4 each with shipping) - \$1686						

Budget Detail:

Overview	Contact Information	End-of-Year Reports	Funding	Application Pages	Budget Pages	Assurances, Common and Program	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Funding Distribution		Budget Detail		Funding Comparison		Property and Equipment			Budget Summary		

Since application has been approved. You must create an amendment in order to make updates.

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Click for Instructions

Initial Allocation Available for Budgeting \$4,355

When budgeting for salaries please budget approximately 20% of salaries for benefits.

Description of Purpose Categories and Object Codes

Appendix 7: Providing Quality Career and Technical Education Programs											
Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total PerkinsSec Funds	Delete Row	
-Instruction	0	0	0	0	0	3586	0	0	\$3,586	<input type="checkbox"/>	
-Professional Development	0	0	0	0	769	0	0	0	\$769	<input type="checkbox"/>	
	0	0	0	0	0	0	0	0	\$0	<input type="checkbox"/>	
Sub Total	\$0	\$0	\$0	\$0	\$769	\$3,586	\$0	\$0	\$4,355		
Create Additional Entries											
TOTALS	\$0	\$0	\$0	\$0	\$769	\$3,586	\$0	\$0	\$4,355		

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Budgeted To Date Amounts	100	200	300	400	500	600	700	800	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$3,541	\$0	\$0	\$0
Current Budgeted Amounts by Object Code	\$0	\$0	\$0	\$0	\$769	\$3,586	\$0	\$0	\$0

Determining Maximum Indirect Cost allowed

Total Allocation Available for Budgeting	\$4,355	(F) Total budgeted above	\$4,355
Budgeted Property and Equipment Cost (Object 700)	\$0	(G) Budgeted Indirect Cost	0
Allowable Direct Costs (A-B)	\$4,355	(H) Total Budget (F+G)	\$4,355
Indirect Cost Rate %	0.0000		
Maximum Indirect Cost (C*(D/(1+D)))	\$0	Allocation Remaining (A-H)	\$0



OFFICE OF THE COMMISSIONER
OF HIGHER EDUCATION



Montana Perkins V: Comprehensive Local Needs Assessment Template and Guidance

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INTRODUCTION

One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years. **A CLNA is required of all secondary and post-secondary applicants.**

The State of Montana Office of the Commissioner of Higher Education (OCHE) and the Office of Public Instruction (OPI) requested a RURAL WAIVER that allows all secondary schools to apply for Perkins V funding. After reading through the CLNA, you may choose to join a regional collective with other schools and/or colleges in order to submit one regional CLNA. Please call your CTE Specialist if you are interested in this option.

PURPOSE

This guide will provide Perkins V applicants a framework from which to structure their approach to the local needs assessment efforts by translating the legal language into actionable steps that complete the requirements and engage stakeholders in thoughtful program improvement.

This document was created with resources from Advance CTE and Association of Career Technical Education (ACTE). Anyone engaged in this process is encouraged to consult the work cited in [Appendix A](#).

WHY A COMPREHENSIVE LOCAL NEEDS ASSESSMENT?

In addition to being a requirement for all local applicants in order to receive Perkins V funding, the new needs assessment is a valuable tool that drives your local application development and future spending decisions. This is a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.¹

WHEN DOES A LOCAL NEEDS ASSESSMENT NEED TO BE COMPLETED?

Use of Perkins V funding is based on the results of the local needs assessment. Activities and expenditures should not be included in a grant application if the campus/district cannot demonstrate a need based on the comprehensive needs assessment.

The Local Needs Assessment must be completed on a **biennial basis** with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application.

Secondary LEAs

The most recent Local Needs Assessment must be dated and uploaded into the Related Documents area of the E-Grants application (secondary applicants) as part of the regular application process.

Post-secondary LEAs

Local Needs Assessment worksheets should be emailed as a .pdf to the Perkins Program Manager as part of your Post-secondary Local Application packet. Additionally, in the Local Application, recipients will need to identify which CLNA items are addressed in the budget narrative and budget detail for each requested expenditure before grant approval will be given.

¹ Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

LOCAL NEEDS ASSESSMENT PROCESS

This guide will walk local applicants through the steps necessary to complete a thorough Comprehensive Local Needs Assessments according to the following workflow.



STAKEHOLDER ENGAGEMENT

The Perkins V comprehensive local needs assessment requires consultation with a broad spectrum of stakeholders as part of the initial needs assessment process, as well as throughout implementation. This stakeholder group is more extensive than what was required for Perkins IV. Prior to embarking on the assessment, the following steps will help lay the groundwork for a rigorous and meaningful needs assessment through clear preparation and organization.

STEP 1: IDENTIFY A LEADERSHIP TEAM (OPTIONAL)

Consultation with a diverse body of stakeholders is required for the CLNA. As you review the list of minimum participants it will be important to manage the work and to set and maintain priorities. The Office of the Commissioner of Higher Education and Office of Public Instruction recommend your campus/district consider using the Perkins Advisory Committee in this capacity as they will provide the core of your CLNA stakeholder group.

OCHE/OPI suggests one person be given the responsibility of project manager to coordinate the work and ensure deadlines are met.

STEP 2: IDENTIFY REQUIRED STAKEHOLDER PARTICIPANTS (REQUIRED)

Perkins V requires, at a minimum, the following participants be engaged in the initial needs assessment, local application development, and ongoing consultation:

- Representatives of CTE programs from **both** secondary and post-secondary institutions including:
 - Teachers, instructors and faculty
 - Career guidance and advisory professionals
 - Administrators, principals
 - Specialized instructional support personnel and paraprofessionals
- Representatives of regional economic development organizations and local business and industry
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable

Don't be afraid to think of consultation in a broad fashion. [Appendix B](#) outlines several methods of gathering and documenting stakeholder feedback. It also provides links to a variety of resources.

A worksheet is provided in [Appendix C](#) to assist with brainstorming possible participants in your stakeholder engagement activities around the CLNA.

CTE PROGRAM OF STUDY COMPREHENSIVE LOCAL NEEDS ASSESSMENT TEMPLATE

PROCESS:

The following outlines the steps necessary for completing your Comprehensive Local Needs Assessment:

Establish a Local Needs Assessment Team (from Potential Partners Worksheet in Appendix C)

• *Perkins V requires the Needs Assessment to be completed in consultation with specific stakeholders listed above.*

Assign a coordinator for the Local Team

Secondary: We recommend contacting the Montana Career Pathways coordinator at your regional post-secondary institution for assistance with dual enrollment, possible work-based learning, and regional workforce information.

Gather, review and analyze data in the worksheets below (State will provide required data sources and a list of optional resources).

TEMPLATE:

This local needs assessment template outlines all of the required areas of assessment:

PART A: Evaluation of Student Performance

PART B: Evaluation of Programs

B-1: Size, Scope & Quality

B-2: Labor Market Alignment

PART C: Implementing CTE Programs of Study

PART D: Recruitment, Retention and Training of CTE Educators

PART E: Improving Equity & Access

PART F: Performance Measures

Rating

The rubrics provide a continuum of ratings possible for each item. Consider carefully where your campus/district is and provide comments on areas of strength or weakness. It is important the committee agree on each of the ratings provided.

Further Questions to Consider

OPI/CTE includes a list of questions to consider as you complete the CLNA. Use these to guide your discussion and ratings.

Keep it straight.

There are several processes you might employ to begin to make sense of what you have found. You may want to schedule a separate meeting for each element in order to keep information separated and to keep minds fresh and alert.

PLEASE NOTE: When you fill out your Local Applications for Perkins V, you will have to justify any expenditures with evidence from the CLNA, so please be thorough in completing worksheets!

COMPREHENSIVE LOCAL NEEDS ASSESSMENT WORKSHEETS

PART A: EVALUATION OF STUDENT PERFORMANCE

Use the prompts on this worksheet to evaluate how your campus/district's CTE programs support and improve student performance on ESSA (secondary only) and Perkins measures. Address those statements and questions that provide the best and most relevant feedback to your campus/district. **For detailed instructions on completing this section, please see: [Student Performance](#).**

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Students in each CTE program perform acceptably on federal accountability indicators in comparison to non-CTE students.						
Students from special populations perform acceptably in each CTE program.						
Students from different genders, races, and ethnicities perform acceptably in each CTE program.						
Performance gaps exist between subgroups of students.						
There are CTE programs where special populations are performing above average.						
There are CTE programs where special populations are performing below average.						
<i>Secondary:</i> Review the number of CTE concentrators from the previous year. Use this number as the numerator and the total senior graduating class as the denominator. What percent of the class are concentrators? (< 50%- strength; 35-49%- satisfactory; 10-34%-needs some improvement; 0-9%- needs major improvement)						

Further questions to consider: Which student groups are struggling the most in CTE programs? Which CTE programs overall have the highest outcomes and which have the lowest? Is there a trend across all CTE programs? What the potential root causes of inequities in performance in each CTE program?

Summarize your findings here:

PART B-1: EVALUATION OF SIZE, SCOPE AND QUALITY

Use the prompts on this worksheet to evaluate the Size, Scope, and Quality of your campus/district's CTE programs. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

For detailed instructions on completing this section, please see: [Size, Scope & Quality](#)

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
The district/campus offers programs in which students choose to enroll.						
The district/campus offers a sufficient number of courses, and course sections, within programs.						
All students who wish to access district/campus CTE programs are able to do so.						
Students are able to complete each program of study in a normal four-year high school tenure (secondary).						
Programs are aligned to rigorous standards developed by a relevant third party or by the state.						
Programs are strongly aligned to post-secondary and/or local business/industry requirements.						
Programs develop a robust skill set in students.						

Further questions to consider:

- Does the district/campus offer programs with too low an enrollment to justify the costs in offering those programs?
- What populations of students are and are not accepted into programs and/or occupations? What are some of the reasons?
- Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?
- How do specific program areas compare in quality?
- How do specific components of programs, such as work-based learning or instruction, compare in quality?

Summarize your findings here:

--

PART B-2: EVALUATION OF LABOR MARKET ALIGNMENT

Use the prompts on this worksheet to determine how well your campus/district's CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

For detailed instructions on completing this section, please see: [Labor Market Alignment](#)

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Programs are aligned to projected industry demand.						
The district/campus has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs.						
Industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage industries without remediation.						
Programs graduate employees that thrive in the workplace						
Programs provide opportunities for students with disabilities, English-language learners, or other special populations to access the local labor market.						

Further questions to consider:

- What are the highest projected growth industries in the region/state? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations, and are programs available for students in those areas?

Summarize your findings here:

--

PART C: EVALUATION OF PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY

Use the prompts on this worksheet to determine how well your campus/district's CTE programs are implemented with fidelity and aligned to secondary/post-secondary or occupational options. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

For detailed instructions on completing this section, please see: [Implementing Programs of Study](#)

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Programs are fully aligned and articulated across secondary and post-secondary education.						
Programs incorporate relevant academic, technical and employability skills at every learner level.						
Students can earn dual credit through participation in programs.						
Students in programs of study have multiple entry and exit points.						
<i>Secondary:</i> Post-program Placement Indicator meets the state negotiated level.						

Further questions to consider:

- Are students being retained in the same program of study?
- What is the role of secondary and post-secondary partners in current program of study design and delivery?
- What is the role of business and industry partners in the current program of study development and delivery?

Summarize your findings here:

--

PART D: EVALUATION OF RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

Use the prompts on this worksheet to analyze your campus/district's strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

For detailed instructions on completing this section, please see: [Recruitment, Retention and Training of CTE Educators](#)

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
The campus/district's CTE staff reflects the demographic makeup of the student body.						
There are processes in place to recruit new CTE educators.						
The campus/district has onboarding processes in place to bring new professionals into the system.						
All educators teaching in programs are adequately credentialed.						
Regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction based on identified need.						
There is a process to develop or recruit CTE instructors from existing staff.						

Further questions to consider:

- Are onboarding processes efficient and effective, especially for educators coming from industry?
- What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
- What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
- In what CTE subject areas are more educators needed?

Summarize your findings here:

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PART E: EVALUATION OF PROGRESS TOWARD IMPROVING EQUITY AND ACCESS

Use the prompts on this worksheet to investigate the steps your campus/district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

For detailed instructions on completing this section, please see: [Improving Equity & Access](#)

Consider the following statements, identify those that best match your district/campus, and choose the most appropriate response.

1—This is a Strength | 2—This is satisfactory | 3—This area needs some improvement | 4—This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
The district/campus provides equal access to all CTE programs for all Perkins subpopulations.						
There are no enrollment discrepancies for students from special populations in programs that lead to high-wage, high-skill and in-demand occupations.						
Processes are in place to encourage all students to complete programs.						
The district/campus actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.						
Accommodations, modifications, and supportive services are provided to CTE students as required.						
The district/campus actively recruits to encourage special population students to enroll in high quality CTE programs.						

Further questions to consider:

- Which population groups are underrepresented in your CTE programs overall? Which program area? Which are over-represented?
- What is the difference between participant and concentrator data for each special population?
- Which accommodations, modifications, and supportive services are most effective? Which are underutilized?
- Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?

Summarize your findings here:

--

PART F: PERFORMANCE MEASURES

- *As part of your comprehensive needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
- *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)].*

In the space provide, please complete the rating for each performance measure.

Table 1: For Secondary LEA's Only

Rating	Met	Not Met for at least year	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Performance Measure 1S1: Four-year Graduation Cohort rate				
Performance Measure 1S2: Extended graduation rate				
Performance Measure 2S1: Academic Proficiency in Reading/Language Arts				
Performance Measure 2S2: Academic Proficiency in Mathematics				
Performance Measure 2S3: Academic Proficiency in Science				
Performance Measure 3S1: Post-Program Placement				
Performance Measure 4S1: Nontraditional Program Concentrator				
Performance Measure 5S2: Attained Post-secondary Credits (Dual enrollment)				
Performance Measure 5S3: Participated in Work-based Learning				

Table 2: For Post-secondary LEA's Only

Rating	Met	Not Met for at least year	Not Met three consecutive years or more	Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus
Performance Measure 1P1: Post-secondary Retention and Post-Program Placement				
Performance Measure 2P1: Earned Recognized Post-secondary Credential				
Performance Measure 3P1: Non-traditional Program Concentration				

GATHERING DATA

This portion of the guide will walk you through detailed steps for completing the worksheets in the previous section.

The comprehensive local needs assessment has six required elements. When considering each part of the CLNA, always keep the consultation requirement of Perkins V in mind, along with the list of required stakeholders outlined in the previous section.

Evaluation of student
performance

Evaluation of CTE
program quality

Alignment to industry
needs

Progress toward
implementation of full
programs of study

A reflection on how to
recruit and retain
high-quality CTE staff

Address equity issues
around access to high-
quality CTE programs
for all students

FEELING OVERWHELMED? HERE ARE SOME TIPS:

- **INTEGRATE:** Work with resources you may have within your school, district, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned and best practices for you to adopt.
- **SPREAD THE LOAD:** Assign two people to be responsible for each part of the CLNA. While completing the CLNA will require all members to work together, it will be the pair's role to make sure the information is gathered, including any necessary interview and focus groups notes, and organized to share with the entire group. Their role is not to make judgement of the information gathered, but to present and help make sense of what has been collected so effective discussion can take place.

PART A: EVALUATION OF STUDENT PERFORMANCE

What Information Should Locals Collect: Student Performance Data

What does the law say²?

The comprehensive local needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to State determined and local performance levels, including an evaluation of performance for special populations and each subgroup.

What does the law mean?

The comprehensive local needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now must at a minimum include a performance analysis of the subgroups (as defined in ESSA) and the expanded list of special populations.

State Support: This data will be provided to each Local Eligible Agency from OPI or OCHE via the annual Report Card

Performance Data Checklist

Perkins performance data for all current core indicators for the past year, disaggregated by CTE program area and subpopulation groups including:

- ☐ Gender
- ☐ Race and ethnicity
- ☐ Migrant status
- ☐ Individuals with disabilities
- ☐ Individuals from economically disadvantaged families, low-income youth and adults
- ☐ Individuals preparing for nontraditional fields
- ☐ Single parents including single pregnant women
- ☐ Out of work individuals
- ☐ English-language learners
- ☐ Homeless individuals
- ☐ Youth who are in or who have aged out of the foster care system
- ☐ Youth with a parent who is on active duty military

Comparison data for 'all' students:

- ☐ Secondary students – Statewide assessment data comparisons for:
 - Graduation rate
 - Academic achievement
 - Placement –
- ☐ Post-secondary – Institutional data comparisons for:
 - Credential attainment
 - Placement

- ☐ Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

² Section 134(c)(2)(A) states the needs assessment must include: An evaluation of the performance of the students served with respect to State determined and local levels of performance, including an evaluation for special populations and each subgroup described in section 1111 of the ESEA.

PART B: EVALUATION OF PROGRAM QUALITY

What Information Should Locals Collect: Size, Scope & Quality

What does the law say³?

The comprehensive local needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

What does the law mean?

The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

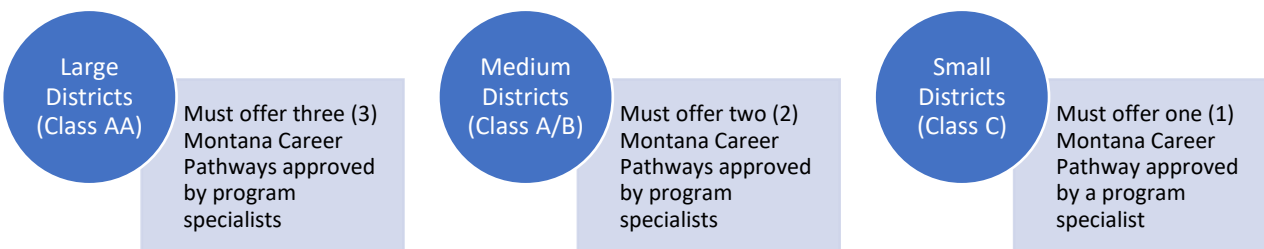
PART B-1: SIZE, SCOPE AND QUALITY

What is size, scope and quality? These definitions are important to ensure funds are used to drive quality, equitable, and impactful programs.

Criteria for Secondary Recipients:

Size	Scope	Quality
<ul style="list-style-type: none">•The quantifiable evidence, physical parameters and limitations of each approved program (e.g., number of required programs or programs of study offered, required class size, availability of facilities and equipment, etc.) that relate to the ability of the program to address all student learning outcomes.•Review this definition to make certain it aligns with the state's goals around quality, equity, access.	<ul style="list-style-type: none">•Adequate scope for a Perkins funded CTE program include:•Montana Career Pathway program of study•Opportunities for dual credit•Online CTE courses•Work-based learning•Career & technical student organization(s)•Industry recognized credential opportunities.•Secondary Perkins funded programs must be aligned with business and industry as validated by a local business advisory committee.	<ul style="list-style-type: none">•The expected outcomes and impact of each program and/or program of study (e.g., ability of students to earn industry-recognized credentials, academic achievement, learner access to high-skill, high-wage and in-demand programs, etc.)•This is potentially the most critical of the three definitions. A strong definition of quality will drive funds to programs that prepare students for current and future workforce needs and may help to transitions programs that are not meeting future needs.

Secondary eligible recipients must offer a minimum of approved Montana Career Pathways based upon student enrollment as follows (*Using the MSHA criteria of school size*):



³ Section 134(c)(2)(B)(i) states the needs assessment must include: *A description of how career and technical programs offered are sufficient in size, scope, and quality to meet the needs of all students served.*

Criteria for Post-secondary Recipients:

Size	Scope	Quality
<ul style="list-style-type: none"> •The quantifiable evidence, physical parameters and limitations of each approved program (e.g., number of required programs or programs of study offered, required class size, availability of facilities and equipment, etc.) that relate to the ability of the program to address all student learning outcomes. •Review this definition to make certain it aligns with the state's goals around quality, equity, access. 	<ul style="list-style-type: none"> •Postsecondary programs must include rigorous, coherent CTE content aligned with challenging academic standards. •Links must exist between secondary and post-secondary programs of study. •Post-secondary Perkins funded programs must be aligned with business and industry as validated by a local business advisory committee. 	<ul style="list-style-type: none"> •The expected outcomes and impact of each program and/or program of study (e.g., ability of students to earn industry-recognized credentials, academic achievement, learner access to high-skill, high-wage and in-demand programs, etc.) •A strong definition of quality will drive funds to programs that prepare students for current and future workforce needs and may help to transitions programs that are not meeting future needs.

Size, Scope & Quality Checklist

Size (capacity focus):

- ☐ Total number of programs;
- ☐ Total number of courses within each program;
- ☐ CTE participant and concentrator enrollments for the past three years, aggregate and disaggregated;
- ☐ Capacity of each program for the past three years;
- ☐ Survey results assessing student interest in CTE programs

Scope (curricular focus):

- ☐ Documentation of all SCED Codes, including secondary sequences; articulation to post-secondary; and post-secondary pathways of study;
- ☐ Data on student retention and transition from secondary to post-secondary within each Montana Career Pathway (if available through 5S1 placement data);
- ☐ Descriptions of dual/concurrent enrollment programs, and data on student participation;
- ☐ Data on student industry-recognized credential attainment in each program disaggregated by student demographic;
- ☐ Curriculum standards showing depth and breadth of program;
- ☐ Opportunities for extended learning within and across CTE programs of study (e.g. job-shadowing, internships, pre- or registered apprenticeships).

Quality (outcome focus):

- ☐ Curriculum standards and frameworks aligned to industry need;
 - ☐ Assessments leading to industry recognized credentials;
 - ☐ Documentation of partnership communication and engagement activities;
 - ☐ Documentation of adherence to safety requirements;
 - ☐ Documentation of Career Technical Student Organization (CTSO) activities and alignment to curriculum;
 - ☐ Data collection mechanisms;
 - ☐ Program improvement processes;
 - ☐ Data on placement in employment following program participation (post-secondary only);
 - ☐ Results of outside evaluation tools.
-

PART B-2: LABOR MARKET ALIGNMENT

What Information Should Locals Collect: Labor Market Alignment

What does the law say⁴?

The comprehensive local needs assessment will include a description of how CTE programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The CLNA may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What does the law mean?

The law requires an analysis of how CTE programs are meeting workforce needs, and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

If your school is not able to match a CTE program with workforce occupations, provide a two-year plan for re-training/re-tooling your CTE teacher(s) to bring the program into alignment (for secondary LEA's only).

Labor Market Alignment Checklist

- ☐ State and Local Labor Market Information (LMI) current and projected employment;
- ☐ Montana Department of Labor and Industry long-term and intermediate labor market forecasts;
- ☐ Third party data dashboards (such as Naviance, etc.);
- ☐ Input from local business and industry representatives, with reference to opportunities for special populations;
- ☐ Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey;
- ☐ CTE Program of Study concentrator data for three years;
- ☐ Program size, scope and quality analysis.

PART C: PROGRESS TOWARD IMPLEMENTING CTE PROGRAMS/PROGRAMS OF STUDY

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study

What does the law say⁵?

The comprehensive local needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.

What does the law mean?

This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Sec 3(41): Program of Study. A coordinated, non-duplicative sequence of academic and technical content at the secondary and post-secondary level that:

- Incorporates challenging State academic standards;
- Addresses both academic and technical knowledge and skills, including employability skills;

⁴ Section 134(c)(2)(B)(ii) states the needs assessment must include: *A description of how career and technical education programs are aligned to State, regional, Tribal or local in-demand industry sectors or occupations identified by the State workforce development board or are designed to meet local education or economic needs not identified by the local workforce development boards.*

⁵ Section 134(c)(2)(C) states the needs assessment must include: *An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporates credentialing; and
- Culminates in the attainment of a recognized post-secondary credential.

Program of Study Checklist

-
- ☐ Documentation of course sequences and aligned curriculum for each CTE program;
 - ☐ Standards for academic, technical and employability skills taught per course;
 - ☐ Trend data on dual and concurrent enrollment in CTE programs;
 - ☐ Definitions used for alignment, dual and concurrent enrollment, academic and technical standards;
 - ☐ Trend data on student participation;
 - ☐ Advisory committee notes/minutes;
 - ☐ Data on credential attainment by type;
 - ☐ Notes on industry participation.
-

PART D: RECRUITMENT, RETENTION AND TRAINING OF CTE EDUCATORS

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff

What does the law say⁶?

The comprehensive local needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require root cause analyses of teacher or other professional shortages.

CTE Educators Checklist

-
- ☐ Data on faculty, staff, administrator and counselor preparation, credentials, salaries and benefits and demographics;
 - ☐ Student demographic data;
 - ☐ Description of recruitment process;
 - ☐ Description of retention process;
 - ☐ Description of professional development, mentoring and externship opportunities;
 - ☐ Data on educator participation in professional development, mentoring and externships;
 - ☐ Findings from educator evaluations or other resources about impact of professional development, mentoring and externships;
 - ☐ Survey or focus results conducted with educators regarding needs and preferences;
 - ☐ Trend data on educator and staff shortage areas in terms of CTE area and demographics;
 - ☐ Trend data on educator and staff retention in terms of CTE area and demographics;
-

⁶ Section 134(c)(2)(D) states the needs assessment must include: A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What Information Should Locals Collect: Progress Towards Improving Access & Equity

What does the law say⁷?

The comprehensive local needs assessment shall include a description of:

- Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

This requirement is focused on supports for special populations. The law challenges states to assist locals in directing resources or supports to close performance gaps and remove barriers. There may be different supports necessary to address different barriers and different populations.

The definition of Special Populations has broadened under Perkins V, so it is important to check your data systems for access to information.

Sec. 3(48) Special Populations. The term “special populations” means –

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English-language learners;
- Homeless individuals described in section 725 of the McKinney-Vento Act;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is:
 - a member of the armed service
 - on active duty status

Access & Equity Checklist

- ☐ Program promotional materials (offered in other languages for ELLs and parents/guardians);
- ☐ Recruitment activities for each special population;
- ☐ Career guidance activities for each special population;
- ☐ Processes for communicating and providing accommodations, modifications and supportive services for special populations;
- ☐ Available services to support all students, including special populations;
- ☐ Procedures for work-based learning for special population students;
- ☐ CTE participation and performance by each career area and special population;
- ☐ Data on participation in CTSO in terms of special populations;
- ☐ Findings from the Student Performance section;
- ☐ Findings from the Program Quality section;
- ☐ Findings from surveys/focus groups with student, parents and/or community representatives of special populations.

⁷ Section 134(c)(2)(E) states the needs assessment must include: A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:

- Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- Providing programs that are designed to enable special populations to meet the local levels of performance; and
- Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

MERGING FINDINGS AND SETTING PRIORITIES

Finishing the CLNA and beginning the local application for Perkins funds are the next steps in the process with input from the required partners. Be creative and use your resources to get that valuable insight. It does not have to happen in a large public forum, but creative outcomes might be generated when employing those other engagement strategies listed in the [Appendix B](#).

Engaging stakeholders in a discussion about local and regional goals is critical as you conclude this process. Ensuring the stakeholder group understands the six required uses of funds (Sec. 135 of the law) and the nine elements of the local application (Sec. 134 of the law) will be critical at this point. Armed with facts and information, the leadership team can work with the stakeholder group to do the final steps and prepare for the local application.

Arguably, the next part of the needs assessment is the most difficult. It is time to review your findings and determine what steps to take. Likely there are considerably more issues and actions than can be addressed at this time, however it is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size scope and quality and insuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each part such as:

- Part A: Which performance areas are most problematic? For what student groups? How will you to address those needs?
- Part B-1: Which programs are strong and need support to keep momentum? Which programs are struggling and should to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across career areas?
- Part B-2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Part C: Are secondary, post-secondary, and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?
- Part D: How can you get teachers to join your staff? What support do you need to retain effective teachers and instructors?
- Part E: Which subpopulations are struggling the most? Are there activities to undertake that would remove barriers right away? What long-term solutions do you have to ensure all subpopulations are successful?

These will be difficult discussions. The outcome of this final step will be to identify activities to fund in the coming four years. The leadership team will likely need to make some tough decisions about how to prioritize the need and design the action steps to be included in the Perkins Local Application.

APPENDIX A: REFERENCE DOCUMENTS

PERKINS V LAW: [HTTPS://CTE.CAREERTECH.ORG/SITES/DEFAULT/FILES/PERKINSV SEPTEMBER2018.PDF](https://cte.careertech.org/sites/default/files/perkinsv_september2018.pdf)

PERKINS V GUIDANCE:

A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE ([Word](#) and [PDF](#))

This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE

A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE ([PDF](#))

This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

Policy Benchmark Tool: CTE Program of Study Approval ([LINK](#))

This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

OTHER RESOURCES:

The needs assessment in Perkins V was modeled after the assessment created for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

Using Needs Assessments for School and District Improvement: A Tactical Guide

Council of Chief State School Officers. December 5, 2018 ([LINK](#))

Worksheets From: Using Needs Assessment for School and District Improvement

Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017. ([LINK](#))

Needs Assessment Guidebook

State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018 ([LINK](#))

APPENDIX B: PUBLIC PARTICIPATION GUIDE: TOOLS TO GENERATE AND OBTAIN PUBLIC INPUT

[Toolkit developed by the US EPA](https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input) (<https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input>).

Excerpt from document:

The following table lists some basic [in-person](#) tools for obtaining public input.

In-Person Tools for Generating Input		
Tool	# of Participants	Best Suited for
Interviews	Individual or Small Group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings/Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops (Effective Engagement Toolkit from Victoria, Australia, Department of Sustainability and Environment)	Multiple small groups (8-15 in each small group)	Exchanging information and/or problem-solving in small groups.
Appreciative Inquiry Process	Varies, but usually involves "whole system"	Envisioning shared future, not making decisions
World Cafes	Very adaptable, involving multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground

In-Person Tools for Generating Input

Tool	# of Participants	Best Suited for
Charrettes	Small to medium	Generating comprehensive plans or alternatives
Electronic Democracy	Unlimited	Enabling the direct participation of geographically dispersed public at their convenience
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

APPENDIX C: POTENTIAL PARTNER WORKSHEET

Use this template to identify potential partners for your CLNA. All listed are **required** in Perkins V unless noted with *.

Role	Individuals	Organization	Email/Contact
Secondary CTE teachers:			
Secondary career guidance and academic counselors:			
Secondary principal, administrator, leader:			
Secondary instructional support, paraprofessional:			
Post-secondary CTE faculty:			
Post-secondary administrators:			
Members of local workforce development boards:			
*Member of regional economic development organization:			
Local Business and Industry Representatives:			
Parents and students:			
Representatives of special populations: Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English-language learners, homeless, foster care, active duty military, *corrections.			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Representatives of Indian Tribes and Tribal organizations:			
Other stakeholders desired:			

APPENDIX D: PROGRAM QUALITY EVALUATION TOOLS

ACTE's Quality CTE Program of Study Framework

ACTE's evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity. ([LINK](#))

Rubric for Linked Learning Pathway Quality Review and Continuous Improvement

Guide to planning and implementing high quality linked learning pathways ([LINK](#))

Design Specification for Implementing the College and Career Pathways System Framework

American Institutes for Research facilitator's guide for continuous improvement in designing a career pathway system. ([LINK](#))

MONTANA CAREER PATHWAYS

Career and Technical Education

Area of Study: Health Science Education

Career Pathway: Health Professions

Get the Facts

The Health Professions Career Cluster prepares students for careers in the foundational skills to pursue careers in therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Workforce Trends

The growth in health care employment has been steady. Rapid job growth in health care is expected to continue in the future as Montana's aging population continues to demand more health care services and as Montana's overall population grows.

These trends present a great opportunity for students and job seekers to find employment in a high-demand and high-wage industry.

CAREER AND TECHNICAL EDUCATION Recommended Pathway Courses

Students may select individual courses for exploration or
a complete Pathway for an in-depth focus

CLASS AVAILABILITY MAY VARY AT YOUR SCHOOL

Course #	Foundation Courses (required)	Credit
14001	Exploration of Healthcare Occupations	.5
14002	Health Care Occupations-Comprehensive	1.0
14251	Principles of Biomedical Science (Project Lead the Way)	1.0
03053	Anatomy & Physiology or Human Body Systems	.5
Elective Courses		
14051	Nursing Assisting	.50
14055	Emergency Medical Technology	.50
14062	Care of Athletes	.50
14153	Medical Office Procedures	.50
14099	Med Prep III (Advanced Therapeutics)	.50
14152	Pharmacy Assisting	.50
14154	Medical Terminology	.50
14251	Human Body Systems (Project Lead the Way)	1.0
14252	Medical Interventions (Project Lead the Way)	1.0
14252	Biomedical Innovations (Project Lead the Way)	1.0
14998	Workplace Experience (pre-apprenticeships, internships)	.50

1.0 credit

1.0 credit

2.0 credits for completion

Foundation courses taken beyond the required credits can be used as elective credit.
Additional CTE Credits are recommended for Pathway completion

Careers in Healthcare are:

- High demand/High skill/High wage

Career Examples

- Medical Assistant
- Paramedic
- Registered Nurse
- Medical Technologist
- Physical Therapy Assistant
- Surgical Technician
- Medical Doctor
- Dentist
- Pharmacist
- Healthcare Administrator

According to the Montana Department of Labor and Industry, the median hourly wage for occupations within Healthcare is \$60,000 .

State Graduation Requirements		Suggested High School Plan of Study				College and Career
High School <i>Administrative Rules of Montana 10.55.905</i>		9th Grade Suggested	10th Grade Suggested	11th Grade Suggested	12th Grade Suggested	Beyond High School
English/Language Arts	4.0	English 9 1.0	English 10 1.0	English 11 1.0	English 12 1.0	There are many options for education and training beyond high school, depending on your career goals. <ul style="list-style-type: none">• Certificate• Associate degree• Bachelor's degree• Professional degree• On-the-job training• Apprenticeship• Military training
Mathematics	2.0	Math* 1.0	Math* 1.0	Math* 1.0	Math* 1.0	
Social Studies	2.0	Social Studies* .50/1.0	Social Studies* .50/1.0	U.S History 1.0	U.S. Government 1.0	
Science	2.0	Earth Science 1.0	Biology 1.0	Chemistry & AP Human Biology recommended as Elective		
Health Enhancement	1.0	P.E./Health* .50	P.E./Health* .50	P.E./Health Electives*		
Arts	1.0	Arts Courses* 1.0				
Career and Technical Education	1.0	Pathway Foundation Course .50/1.0	Pathway Foundation Course .50/1.0	Pathway Elective Course .50/1.0	Pathway Elective Course .50/1.0	
Work-Based Learning		Participation in a Pathway-related work-based learning experience				For more information on salary projections, labor market demand, and training options, visit lmi.mt.gov .
Career and Technical Student Organization		HOSA-Future Health Professionals				
• *Talk to your school counselor about requirements in the core curriculum. Core curriculum and elective requirements vary district to district.		• Dual enrollment course offerings vary by school and district. • Many Montana post-secondary programs accept high school courses toward a two- and four-year degree through dual enrollment. Check with post-secondary campuses for details.				

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Many CTE courses may qualify for dual enrollment credit, which in some cases may earn up to 1.0 credit toward Pathway completion. Talk to your school counselor about availability. | | |
|---|--|--|

APPENDIX E: Responses to Public Comments

Comments received during the public comment period for the state plan are listed below along with OCHE's responses.

General Comments

One public comment was received outside of the Perkins V Advisory Committee feedback. The comment urged Montana to dedicate funding CTE programming in the middle grades. The Partner Agencies agree that CTE programming and career exploration is extremely important in the middle grades but did choose at this time not to award Local Application funding to middle schools, as resources are already stretched thin. We do, however, encourage our postsecondary LEA's to consider partnering with local middle schools to offer career exploration activities as a part of their grant expenditures. We look forward to seeing more partnership and collaboration with middle schools in the future.

Feedback from the Perkins V Advisory Committee

Monitoring – The Perkins V Advisory Committee requested that language around monitoring procedures be written more broadly within the State Plan, so that more specific procedures can be written in Montana's CTE Handbook. The Partner Agencies agreed and made the adjustment.

Teacher Licensing – In the draft of the State Plan, there were details written about a proposed teacher licensing procedure related to CTE instruction. Because the proposal had not been accepted and will need to be approved through the State Legislature, it was recommended that the language be edited to reflect the potential for the proposal to be used in the future, rather than the present. The Partner Agencies Agreed and made the adjustment.

Credentials of Value – The Perkins V Advisory Committee requested that information pertaining to recent State initiatives be included in the State Plan, specifically regarding related to transformational learning and work-based learning. The Partner Agencies agreed and added information to the State Plan.

Locally-Approved Pathways/Programs of Study – The Perkins V Advisory Committee recommended that language be included in the State Plan to reflect the allowance of locally-approved programs of study. The Partner Agencies agreed and made the adjustment.